

**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 skills and actions with basic control and coordination, starting to link these skills and actions in ways that suit the activities.

**Knowledge and analysis** shows children can describe and comment on their own and other's actions. Pupils can talk about how to exercise safely and how their body feels during an activity.

**Leadership and teamwork:** pupils can assist with setting out and removal of equipment and explain the effects of exercise on our bodies. Pupils can work in a pair and safely with others on a set activity.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1	1 -3	<b>Target activities / Tag game</b>  <b>Key Vocabulary:</b> Control Accuracy Target Throwing Skills Rules Situation	<ul style="list-style-type: none"> <li>To show ball control with intention and some good direction towards a target.</li> <li>To show throwing skills including: simple underarm and over arm throw.</li> <li>To show an understanding of basic rules in a game situation and demonstrate how to show them correctly.</li> </ul>	<b>Literacy –</b> <b>Reading:</b> Reading with support/ independently, ask and answer questions, give and listen to an opinion and develop vocabulary. <b>Writing:</b> Write with support and independently, write for a purpose e.g. making rules, taking scores, measuring and recording results and act on feedback. <b>Spoken Language:</b> Speak coherently, take part in discussion, use new vocabulary and act on feedback for spoken language e.g. self and peer review.  <b>Maths –</b> <b>Problem solving:</b> Visualisation, trail and improvement <b>Functional skills:</b> knowledge: read an analogue clock, read a digital clock, use a timetable of events. <b>Geometry/ Position and direction skills/knowledge:</b> Read and plot coordinates, follow and know directional language and know compass points. <b>Measurement skills/knowledge:</b> Estimate/ measure and record length/time, sequence events and know fact for length/time. <b>Calculation skills/knowledge:</b> Addition, subtraction, read and write numbers up to / with decimal places. <b>Statistics skills/knowledge:</b> Draw and interpret tally charts.  <b>SMSC –</b> Enjoying learning about themselves and others, use imagination, be creative, reflect on own success, recognise right and wrong, socialise with other pupils and other people, volunteer, cooperate with others, demonstrate mutual respect and participate positively in sport.
	4 - 7	<b>Tag Rugby / Tag Games</b>  <b>Key Vocabulary:</b> Power Demonstration Control Passing Possession Defending Strategies Situation Spatial Awareness Sense of direction	<ul style="list-style-type: none"> <li>To show intent and some power when demonstrating actions for passing and ball control.</li> <li>To show and demonstrate actions for keeping possession and defending with some prompts.</li> <li>Apply some strategies with few prompts when playing in a game situation e.g. changing direction and looking for good open space to run.</li> </ul>	
Autumn 2	8 - 11	Football / Team Sports  <b>Key Vocabulary:</b> Track Receive Sense of direction Possession Defending Techniques Skill Tactics Demonstrate Kicking Rules Penalty Half-time Referee	<ul style="list-style-type: none"> <li>To be able to track and receive a ball with intention and in the right direction to other players.</li> <li>To show some understanding of how to keep possession and apply some defending techniques.</li> <li>To show/demonstrate how to correctly kick a ball with the correct part of your foot to show power and accuracy.</li> </ul> <p><b>Gatsby Benchmark 7</b></p>	
	12 - 14	Team Building  <b>Key Vocabulary:</b> Team work Cooperation	<ul style="list-style-type: none"> <li>To be able to play in a small 2 vs 2 game situation, supporting team players and giving positive comments.</li> <li>To give some peer and self-feedback with positive and possible areas of improvements about performance levels.</li> </ul>	

		<p>Situation Peer and self-feedback Analyse Applying Skills Techniques Competitive sport E=Effectiveness Fairness and respect</p>	<ul style="list-style-type: none"> <li>To show teamwork skills and techniques when working within a set group activity.</li> </ul>	
Spring 1		<p>Gymnastic / Dance / Movement</p> <p><b>Key Vocabulary:</b> Bodily movements Movement patterns in dance Coordination Sequences Observe Reflections Peer and self-feedback Analyse Fluently Plan Practice Perform Flexibility</p>	<ul style="list-style-type: none"> <li>To understand how our bodies can make shapes.</li> <li>To reflect on their own and others' performances.</li> <li>Contribute ideas to create a sequence which movements can be linked fluently.</li> <li>Plan, practise and perform a group performance.</li> </ul>	
Spring 2		<p>Fitness</p> <p><b>Key Vocabulary:</b> Components of fitness Strength Flexibility Measure Record Demonstrate Apply Fitness Personal Fitness Healthy Lifestyle Sustained</p>	<ul style="list-style-type: none"> <li>To recognise and demonstrate at least two components of fitness e.g. speed, agility, hand eye co-ordination, strength and flexibility.</li> <li>To measure and record fitness results with prompted support throughout.</li> <li>To identify names of fitness equipment and show how to use them safely with minimal prompts.</li> <li>To recognise the effects of a range of activities on their bodies.</li> </ul> <p><b>Gatsby Benchmark 8</b></p>	
		<p>Team Sports / Basketball</p> <p><b>Key Vocabulary:</b> Learn Practise Demonstrate Techniques Skill Tactics Defending Shooting Stance Applying Situation Demanding Effectiveness</p>	<ul style="list-style-type: none"> <li>To learn, practise and demonstrate a range of passing techniques with minimal support.</li> <li>To show some tactical techniques for defending.</li> <li>To show the correct stance and hand position when shooting.</li> <li>To apply learnt skills in a game style situation.</li> </ul>	

		Strategy	
<b>Summer 1</b>		Unihoc / Cricket  <b>Key Vocabulary:</b> Dribbling (Uni hoc) Control Coordination Accuracy Skills Batting Bowling Fielding Practise Follow Rules Situation Role and Responsibilities Fairness and Respect	<ul style="list-style-type: none"> <li>• To develop their dribbling skills with a stick and ball for Unihoc.</li> <li>• To show a range of accuracy when batting/bowling and fielding.</li> <li>• To understand and follow the rules during a game style situation.</li> <li>• To develop and practise a range of carrying and striking skills.</li> <li>• To demonstrate the active role of the runner or fielder e.g. attacking the ball and knowing when to run.</li> </ul>
<b>Summer 2</b>		Athletics / Summer Sports  <b>Key Vocabulary:</b> Competitive sport Practise Demonstrate Skills Techniques Cooperation Effectiveness	<ul style="list-style-type: none"> <li>• To identify athletics competitions with wider events e.g. Olympics.</li> <li>• To learn, practise and demonstrate a range of athletic skills relating to the specific event e.g. sprinting or hurdle techniques.</li> <li>• To take part in an athletic event e.g. sports day / healthy lifestyle week.</li> </ul> <p><b>Gatsby Benchmark 7</b></p>

**Intended impact:**  
 By the end of Year 8 pupils will be able to show actions with basic control and coordination linked to specific activities. They will have a good understanding about how the body feels during exercise and why. Also, they will have developed leadership and teamwork skills from fixtures and tournaments internally and with other schools.

