

KS3 PE Curriculum Overview

Subject Curriculum Intent:

Pupils should develop **techniques & knowledge of basic rules** in games, selecting **sending & receiving skills** to maintain possession in a range of team/independent activities. They should develop knowledge of how to assess their performances against **success criteria** in a variety of contexts, suggesting simple ways of improving their work. They should take part in **invasion games, parkour, dodgeball, basketball, netball, American football, football, badminton, tennis, pickleball, circuits, boxing, cricket/baseball** activities, developing greater competence, and then **athletics** activities to understand the basic setup, techniques & rules of events. In addition, the children will learn about muscles and their functions when using the gym. This activity will run alongside core activities every term.

Students will **build on generic knowledge of games and athletics from Year 7**, whilst being introduced to new activities, developing more sport-specific skills over each term. The activities are rotationally sequenced with the focus on children becoming more confident as both a team player and an individual through the terms. The new addition of a functioning gym plays an integral role in the children's progress, both physically and mentally on their PE journey. ***Due to the behavioral complexities and attention deficits of children, lessons may be adapted so that other activities are used alongside the core activity. This then allows the children opportunities to continue to work on their progress alongside the Thresholds.**

Terms	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to interventions/Class sizes, some activities may change e.g Walk n Talk/Wii Sports instead of Core Activity	Parkour Dodgeball Football Gym (muscular endurance/aerobic)	Invasion Games Basketball Netball Tag Rugby/American Football Gym	Net & Wall Games Badminton Tennis Pickleball Gym	Health/Fitness/Regulation Circuits Boxing Gym	Striking & Fielding Games Cricket Softball Baseball Gym	Athletics Gym
Core Knowledge: Locomotor Non-Locomotor Manipulative Communication Independence Resilience Balance Reflection Rules	<u>Gym</u> <ul style="list-style-type: none"> Cardio work using machines Light weights Warm ups/cool downs Medicine ball work Kettlebell work <u>Parkour</u> <ul style="list-style-type: none"> Different styles of movement Listening to instructions Apply balance/strategies/evasive techniques <u>Dodgeball</u> <ul style="list-style-type: none"> Targeted throwing Team work Rules and changing game to develop resilience. Warm up and cool downs <u>Basketball</u> <ul style="list-style-type: none"> Warm up and cool down drills Basic dribbling Basic shooting Lay ups Rules <u>Netball</u> <ul style="list-style-type: none"> Warm up and cool down drills Positions Attacking Defending Rules <u>Football</u> <ul style="list-style-type: none"> Warm up cool down Dribbling Positioning Shooting Defending Tactics Team work <u>Tag Rugby/American Football</u> <ul style="list-style-type: none"> Warm up cool down drills Basic rules Passing Scoring Positioning 		<u>Net & Wall Games</u> <ul style="list-style-type: none"> skills & knowledge in isolated practise & pair work. Using combinations and movement with more confidence Understanding body positioning and using breathing techniques <u>Badminton/Tennis/Pickleball</u> <ul style="list-style-type: none"> Rules Attack Positioning Singles Doubles <u>Health/Fitness & Regulation</u> <ul style="list-style-type: none"> <u>Circuits</u> <ul style="list-style-type: none"> Working towards a time/sets Setting a personal goal Working in a pair Independence Understanding muscle groups Warm ups and cool downs <u>Boxing</u> <ul style="list-style-type: none"> Understanding stances – Southpaw/orthodox Breathing techniques Combination drills Paired work Boxing games – knee sparring/shoulder sparring Understanding how heartbeat changes under stress Types of training routines and their benefits to fitness. Safe sparring and understanding how to attack and defend Warm up and cool down exercises for specific muscles 		<u>Cricket/Baseball/Softball</u> <ul style="list-style-type: none"> Catching in the deep (high) and short. Long barrier & intercepting skills. Throwing techniques eg. – overarm/underarm, bowling & pitching. Hitting techniques to contact the ball. Rules to safely set up & play competitive games. Basic scoring to determine success. Fielding & batting skills for different contexts (selecting skills in changeable situations). Bowling & batting to eliminate opponents. Analysis of strengths & possible improvements. Transfer of techniques, rules (& tactics) across striking & fielding activities. Experience playing on a professional pitch Equipment: style of bat (baseball/cricket), stumps, wickets, bases etc Scoring <u>Athletics</u> <ul style="list-style-type: none"> Run - pacing & sprint starts techniques. Jump - take-off principles, scissors technique. Throw - grip, stance & push/pull/sling actions. Rules and procedures for safe setup & performance in athletic events. Measuring & assessing performance. Event-specific techniques to improve distances & times – run ups, shuffles, changeovers, bend running. Exploring new running and jumping events & techniques. Evaluate strengths & weakness of performance. Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills. 	
Why this learning now?	<ul style="list-style-type: none"> Basic understanding of muscle groups targeted 		<ul style="list-style-type: none"> Transition of movement but also focusing on manipulative skills using racquets/fists with understanding of breathing techniques to regulate 		<ul style="list-style-type: none"> Build on exploratory run, throw & jump techniques covered in Terms 1 and 2. 	

	<ul style="list-style-type: none"> • Introduce core skills – non/motor/manipulative. • Sequenced to build skills/know from basic in isolation to selection in teams. • Transfer of skills & concepts across activities. • Build on basic movement techniques (a2b) • Skills sequenced to build up from basic a2b to more advanced, outwitting your opponent. • Analysis of performance in most lessons to encourage reflection of own performances. • Incorporating manipulative with locomotor skills – passing + dribbling + shooting (hands/feet) 	<ul style="list-style-type: none"> • How to warm-up transferred into future lessons. • Encourage pupil responsibility of monitoring & improving techniques. • Boxing to build on movement patterns in previous activities. • Build on response to combinations. • Opportunities to develop teamwork (basketball) and resilience (boxing). • Consolidate techniques built upon over KS3. • Sequenced to build skills/know from basic in isolation to selection in competitive points. • Transfer of core techniques (breathing) & movements across sports. 	<ul style="list-style-type: none"> • Develop event-specific knowledge & skills as foundation blocks for specialised techniques in later years. • Knowledge & skills enable access to inter-house & sports day competitions. • Opportunities to self-assess performance & set targets for improvement. • Consolidation of core skills from other games and transfer of concepts across S&F games. • Sequenced to build skills/know from basics to game-specific techniques.
<p>Assessment Opportunities</p> <p>Children will also have personal targets in the Personal Target Tracker Booklet</p>	<p>AFL embedded throughout, with regular formative and summative assessments through Thresholds taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal with links to school values • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p> <ul style="list-style-type: none"> • Rules and skills in isolated practice. • Selection of skills & rules in competition to maintain possession. • Peer and self-assessment • Games – spar tag using isolated techniques (jab arm to score) • Questioning/Dual Coding • Rules • event procedures, rules and techniques in safe, practise environments. • Can select basic rules, procedures & skills to safely compete in track & field events. • Self-assessment of athletic performance using score boards 		

Targets from Action Plan	A larger selection of activities on curriculum to encourage more active participation from the children. This should then have a positive impact on their overall progress/attendance/physical and overall mental well-being
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Key Vocabulary: Gateway 500+ Vocabulary for preparing for adulthood	Movement, toes, pivot, decision making, maths vocabulary, dodge, kings & Queens, catch, target, strategy, rules, resilience, commitment, teamwork, independence, going beyond your borders, communication, job roles as a sportsman	Possession, receiving, technique, passing, apply, criteria, balance, travel, pacing. Component, comparison, timing, unison, teamwork, stance, punch, roll, rules	Pacing, rotation, release, accelerate, dismissal, rotation, officiate/umpire, bowl, pitch, strike, out LBW, rules
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School Values covered	<p>‘Personal’ skills to be developed across activities:</p> <ul style="list-style-type: none"> • Balance – having a balanced response to peers and teacher’s decisions • Going beyond your borders – trying a new sport • Resilience – developing techniques to manage stress and anxiety • Communication – developing verbal and listening skills • Independence – developing personal responsibility • Reflection – thinking about our actions and how to improve for next time 		
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Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as balance (response), going beyond your borders, independence, reflection, communication and resilience, team work, empathy and strategies to help in a host of future careers, including:</p> <p>Fitness instructors and roles in the health/leisure sector Teaching and sports coaching Researchers and sports science Professional athletes</p>		
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KS4 PE/BTec Curriculum Overview

Subject Curriculum Intent:

Pupils should be taught to **combine & modify skills & tactics to outwit opponents** in a range of **small-sided competition**, establishing **skill & knowledge transfer between activities**. They should analyse their own & opponents' strengths & weaknesses, **developing strategies to utilise space and produce successful outcomes**, and **action plan ways of improving their personal best**. They should have an awareness of **emerging sports** in the UK and develop **leadership skills** to manage equipment, space and others; and take part in **athletics and outdoor & adventurous activities (Tracker)** to develop **problem solving** skills. They should develop knowledge of **fitness training principles** and aim to access training/competitive sport outside of school to establish lifelong participation. Children will also gain a **BTec qualification in Sport** whilst at the same time improving their keyboard skills, how to use search engines effectively, planning short and long term goals and understanding the importance of being prepared for adulthood.

Terms	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Due to interventions/Class sizes some activities may change e.g Walk n Talk instead of Core Activity	Gym Dodgeball Football	Invasion Games Basketball Netball Tag Rugby/American Football Gym	Net & Wall Games Badminton Tennis Pickleball Gym	Health/Fitness/ Regulation Circuits Boxing Gym	Striking & Fielding Cricket Baseball Softball Gym	Athletics Tracker Gym

<p>Core Knowledge:</p> <p>Locomotor</p> <p>Non-Locomotor</p> <p>Manipulative</p> <p>Communication</p> <p>Independence</p> <p>Resilience</p> <p>Balance</p> <p>Reflection</p> <p>Rules</p>	<p style="text-align: center;"><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Dribbling, turning & control to create space. • Shooting techniques to eliminate & score. • Rules & consequences in small-sided games. • Analysis of strengths & possible improvements <p style="text-align: center;"><u>Gym</u></p> <ul style="list-style-type: none"> • Strength and conditioning • Cardiovascular • Upper body/lower body/core • Free weights/machines • Goal setting • Warm ups/cool downs <p style="text-align: center;"><u>Dodgeball</u></p> <ul style="list-style-type: none"> • Vary game rules • Tactics • Having fun • Learning to lose <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Warm up and cool down drills • More complex dribbling • Moving and shooting • Lay ups • Using space effectively to gain an advantage • Matches against other schools <p><u>Netball</u></p> <ul style="list-style-type: none"> • Shot/pass selection. • Attacking shots to gain advantage. • Understanding rules. • Analysis of strengths & possible improvements. 	<p style="text-align: center;"><u>Net & Wall Games</u></p> <ul style="list-style-type: none"> • skills & knowledge in isolated practise & pair work. • Using combinations and movement with more confidence • Understanding body positioning and using breathing techniques <p><u>Badminton/Tennis</u></p> <ul style="list-style-type: none"> • Rules • Attack • Positioning • Singles • Doubles • Creating rallies • Understand scoring <p style="text-align: center;"><u>Health/Fitness & Regulation</u></p> <p><u>Circuits</u></p> <ul style="list-style-type: none"> • Working towards a time/sets • Setting a personal goal • Working in a pair • Independence • Understanding muscle groups • Warm ups and cool downs <p><u>Boxing</u></p> <ul style="list-style-type: none"> • Understanding how heartbeat changes under stress • Types of training routines and their benefits to fitness. • Safe sparring and understanding how to 	<p><u>Striking & Fielding Games</u></p> <ul style="list-style-type: none"> • Fielding & batting skills for different contexts (selecting skills in changeable situations). • Bowling & batting to eliminate opponents. • Rules & consequences in small-sided comp. • Analysis of strengths & possible improvements. • Transfer of techniques, rules (& tactics) across striking & fielding activities. <p style="text-align: center;"><u>Cricket/Baseball/Softball</u></p> <ul style="list-style-type: none"> • Catching in the deep (high) and short. • Long barrier & intercepting skills. • Throwing techniques – overarm, bowling & pitching. • Hitting techniques to out manoeuvre opponent • Rules to safely set up & play competitive games. • Scoring to determine success. • Fielding & batting skills for different contexts (selecting skills in changeable situations). • Bowling & batting to eliminate opponents. • Analysis of strengths & possible improvements. • Transfer of techniques, rules (& tactics) across striking & fielding activities. • Experience playing on a professional pitch <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run - pacing & sprint starts techniques. • Jump - take-off principles, scissors technique. • Throw - grip, stance & push/pull/sling actions. • Rules and procedures for safe setup & performance in athletic events. • Measuring & assessing performance. • Event-specific techniques to improve distances & times – run ups, shuffles, changeovers, bend
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	<p>Transfer of techniques, rules (& tactics) across net/wall activities.</p> <p>Football</p> <ul style="list-style-type: none"> • Understand offside rule, handball • Drills to improve fitness • Positioning in an attack • How to defend/without the ball • Positioning without the ball • Sportsmanship in victory and defeat • Matches against other schools <p>Tag Rugby/Rugby/American Football</p> <ul style="list-style-type: none"> • Understanding key rules: offside, penalties, forward pass • Positioning to score/tackle • Kicking • Lineouts • Tackling 	<p>attack and defend</p> <ul style="list-style-type: none"> • Warm up and cool down exercises for specific muscle • Importance of distancing 	<p>running.</p> <ul style="list-style-type: none"> • Exploring new running and jumping events & techniques. • Evaluate strengths & weakness of performance. • Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills. <p>Tracker</p> <ul style="list-style-type: none"> • Decision making • Strategies • Team work • Independence • Communication
<p>Why this learning now?</p>	<ul style="list-style-type: none"> • Build on skills, rules & concept of possession learnt in KS3. • Transfer of skills & concepts between invasion activities – recall of crucial knowledge & skills. • Build on techniques & criteria learnt in KS3. • Different manipulative skills (feet) to build up from more basic skills (dribbling) to more advanced skills such as tackling/positioning/feinting/Using space to gain an advantage • Inter house competitions • School Competitions/games 	<ul style="list-style-type: none"> • Build on serving & rallying techniques and rules learnt in KS3. • Natural progression of skills & knowledge into Y10. • Sequenced to build up from more basic skills (e.g. volleying) to more advanced attacking skills (e.g. smashing). • Transfer of skills & concepts between net/wall activities – recall of crucial knowledge & skills learnt in KS3 • Build on fitness components & testing learnt in KS3. • Lessons sequenced to use understanding of muscles to inform resistance training exercises. • Training benefits transferred across different 	<ul style="list-style-type: none"> • Build on core catching, throwing & hitting techniques learnt in KS3. • Sequenced so pupils will build skills to play small-sided games. • Transfer of skills & concepts between striking & fielding activities – recall of crucial knowledge. • (Athletics) Build on core running, jumping & throwing techniques & rules learnt in KS3. • Seasonal activity (summer) - enables access to sports day competitions. • Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills.

		<p>types of training.</p> <ul style="list-style-type: none"> • Access to gyms outside of school/BST • Build on boxing knowledge in KS3 • Focus on independence • Breathing techniques under pressure 	<ul style="list-style-type: none"> • Consistency in measuring & assessing performance against previous scores
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<p>Assessment Opportunities</p>	<p>AFL embedded throughout, with regular formative and summative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal with links to school values • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – use against Thresholds</p> <ul style="list-style-type: none"> • Skills & knowledge in isolated practise & group work. • Application of skills, rules & know. into small- sided competition to create space & eliminate. • Peer-assessment of techniques & sequences in coaching & judging roles. • Look for transition of skills learned in Netball/Basketball/Football • Dual coding/Questioning • skills & knowledge in isolated practise & pair work. • Using combinations and movement with peer observation • Self- & peer-assessment (coaching) tasks. • Leadership qualities observed • Performance of techniques on gym apparatus and application within sequences. • Questioning/Dual Coding • Event-specific techniques in controlled practise situations. • Application of event procedures & techniques to perform safely & improve distances/times in competition. • Self-assessment of athletic performance using past records/results. • skills & knowledge in isolated practise & group work. • Application of techniques & rules into small- sided competition to officiate, take wickets & score runs (outwit opponent).
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Pearson BTEC Level 1 Introductory Award in Sports YR 10	Task 1 Explore the benefits of developing a progression plan	Task 2 Find out about progression opportunities	Task 3 Identify entry requirements for progression	Task 4 Identify the skills and behaviours needed to meet progression goals	Task 5 Produce a Progression Plan	Due to interventions/poor attendance/late starters etc there is allocated time at the end to allow pupils to catch up.
	Complete pages 1-13 of Unit A2 booklet	Complete pages 14-17 of Unit A2 booklet	Complete pages 18-22 of Unit A2 booklet	Complete pages 23-27 of Unit A2 booklet	Complete pages 28-31 of Unit A2 booklet	
Pearson BTEC Level 1 Introductory Award in Sports YR 11	Learning aim A: Show skills and techniques in sport Evidence Checklist: • Video and observation record			Learning aim B: Review own performance when playing sport to improve skills and techniques Evidence Checklist: • Photos. Reflection of strengths and weaknesses/Written analysis of own performance and areas for improvement.		
Key Vocabulary: Gateway 500 + Vocabulary for preparing for adulthood	Fun, competitive, sequenced, advanced, long term/short term goals, reflection, dual coding, questioning, leadership, respect, independence, team work, job, earning a wage, career opportunities, job prospects					
Why this learning now?	Students start their BTec qualification in Year 10; Unit A2 - Developing a Personal Progression Plan . This takes them a year to complete. They then start the second part; SP7 - Reflection in Sport in Year 11. Due to KS4 now only having 1 PE lesson per week, it is imperative that they complete their BTec work first before they enter the practical side of their lesson.					
School values covered	Personal' skills to be developed across activities: <ul style="list-style-type: none"> • Balance – having a balanced response to peers and teacher’s decisions • Going beyond your borders – Completing a BTec qualification in Sport • Resilience – developing techniques to manage stress and anxiety • Communication – developing verbal and listening skills • Independence – developing personal responsibility • Reflection – thinking about our actions and how to improve for next time 					



Links to careers and the world of work	Pupils will develop transferrable skills & qualities, such as keyboard skills, teamwork, communication, honesty & physical endeavor to help in a host of future careers, including: Fitness instructors and roles in the health/leisure sector Teaching and sports coaching, researchers and sports science, professional athletes etc
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Extra-Curricular Physical Activities in School/External Provisions	
Left Hook Learning – Alternative Provision	Using boxing as a regulatory tool, Left Hook Learning teaches children to regulate so that they are ready to be educated. Core subjects Maths and English are taught by a qualified teacher so that the children are not missing out on their education whilst being away from the school.
Forest School	The impact of Forest School on the children’s behaviour and well-being is well established. The natural surroundings allow inquisitive children to learn and explore their curiosities. It is a child-led learning experience but with a qualified Forest school teacher on hand at all times to help answer some of the questions that may arise.
Football at break and lunch time	Every break and lunchtime the children have the opportunity to take part in football; whether it is in the school hall or on the Multi-use Games Area (MUGA). The matches at lunchtime are slightly different to the ones at break time as there are staff playing. This makes for quite an entertaining, friendly and somewhat competitive spectacle.
Games at lunch time	The children have the option of staying in the sports hall and playing one of the ball games on offer. Staff also play in the games ensuring that the children abide by the rules and that no sneaky shenanigans take place.
Sports in TAB (teaching acceptable behaviour)	Twice a week at the end of the working day for 30mins, the children can choose an activity. One of the choices is Sports. Depending on the amount of children who choose it and the weather, there are an array of sports on offer: Basketball, volleyball, dodgeball, hockey, boxing or even football. All sports have some staff participating. It is a great way to finish the day!
GYM	Luckily at the Gateway we have the use of a new gym. It has all the essential equipment: smith machine, dead lift rack, treadmill, rowing machine, star climber, air bike, elliptical cross trainer, kettle bells, slam balls and dumbbells. The activities/lessons are always monitored by a qualified member of staff.
School Football Team	We have a very successful football team that all children have a chance to be a part of. The matches are played both at home and away at other schools. We are currently part of an intra football league (6 – a – side) that includes other SEMH/SEN schools and we are also involved in an intra football round robin tournament based on 11 – a side matches.
Football Coaching with NTFC	Every year our young footballers have the opportunity to be coached by one of Northampton Town’s football coaches. They learn new skills through fun and intensive drills. All activities are designed to build their resilience and skillset.
Walk ‘n’ Talk	A very important intervention that has helped children who are struggling to access lessons. The focus is to allow children time to talk about what is upsetting them whilst at the same time walking at least 2 miles.
Interactive Computer Games	Due to our cohort of children accessing computer games on a regular basis, we feel that it is necessary to allow sport to be accessed through certain games. For example, Just Dance 22’ is a great way for the children to exercise in a fun, social environment.
Representing school in other sports	We have had several successes against other schools playing basketball, badminton, football and boccia. We are always looking to play games against other schools, even if it isn’t on the curriculum. If enough children show an interest in a sport we will endeavour to try and get a game/match against another school in that sport.



