



## Venture

### Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

## Subject PE 2 Subjects/Lessons weekly 7V - Venture Curriculum -

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
	<p><b><u>Topic:</u></b></p> <p>Football/Basketball- HRF/Bleep Test Kurling competition</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>1. - Can you think of some key words for Basketball and Football?</p> <p>2. -How many players play in a basketball team?</p> <p>3. -Why is it important to exercise?</p> <p>4. -What is meant by tactics?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Students experience sessions in - -football and basketball</p>	<p><b><u>Topic:</u></b></p> <p>Basketball/Football</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>1. -Can you state some tactics of football?</p> <p>2-Do you play for any clubs or teams?</p> <p>3. -Do you play football / basketball out of school?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7 students continue with Football and Basketball sessions, further</p>	<p><b><u>Topic:</u></b></p> <p>Fitness Training- circuits/Indoor Cricket</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>1. - Can you think of some key words for Cricket and Fitness?</p> <p>2. -How many players play in a cricket team?</p> <p>3. -Why is it important to exercise?</p> <p>4. -What is meant by tactics?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Pupils take part in circuit training to</p>	<p><b><u>Topic:</u></b></p> <p>Indoor Cricket/ Racket sports - Short Tennis / Badminton</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>1. -Can you state some tactics of cricket?</p> <p>2 -Do you play for any clubs or teams?</p> <p>3. -Do you play cricket out of school?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>-indoor cricket sessions – pupils</p>	<p><b><u>Topic:</u></b></p> <p>Athletics/Rounders Kurling/Boccia/Tri-Golf Cricket (wet weather)</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>.1- Can you think of some key words for rounders ?</p> <p>2. -What is the name of the middle circle of the target?</p> <p>3. -Why is it important to warm up before sporting activities?</p> <p>4. -Can you explain some of the tactics in rounders?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>-pupils take part in</p>	<p><b><u>Topic:</u></b></p> <p>Athletics / Rounders/Cricket / HRF -Bleep test</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>1- Can you think of some key words for athletics?</p> <p>2. -What are the events in athletics?</p> <p>3-Can you describe some of the safety measures for the javelin?</p> <p>4. -Have you beaten your previous scores for any of the athletics events</p> <p><b><u>Key Skills and Knowledge:</u></b></p>

	<p>and they are taught the basic, key skills – short passing, dribbling, shooting</p> <p>Pupils are introduced to activities such as Kurling / boccia which enables all pupils to achieve a measure of success. Basic techniques and skills are introduced in these activities. Pupils complete a multistage fitness test to base-line measure their fitness levels. Pupils are introduced to circuit training exercises to improve their health and fitness.</p> <p>Students are encouraged to develop their coordination and control. Scoring, rules of games and tactics are introduced. 'Exercising safely and effectively' is focused on during all activities.</p>	<p>developing their skills. Students experience sessions in - football and basketball and they are taught the basic, key skills – short passing, dribbling, shooting.</p> <p>Students are encouraged to develop their coordination and control.</p> <p>'Exercising safely and effectively' is focused on during all activities.</p>	<p>improve their health and fitness. Pupils keep a record of their scores in different exercises and are encouraged to increase their scores.</p> <p>'Exercising safely and effectively' are focused on.</p> <p>Indoor cricket sessions - they practise catching and throwing and are introduced to the basic techniques for batting and bowling. -Non-stop cricket is introduced.</p> <p>-Students participate in racket sports (short tennis), they are taught the basic grip, forehand / backhand / feet movement and aim to participate in rallies with other pupils.</p>	<p>practise catching and throwing and are introduced to the basic techniques for batting and bowling. - Non-stop cricket is introduced.</p> <p>-Students participate in racket sports (short tennis), they are taught the basic grip, forehand / backhand / feet movement and aim to participate in rallies with other pupils.</p>	<p>athletics and rounders, basic rules and techniques are introduced.</p> <p>Pupils take part in activities such as Kurling / boccia and tri-golf. Basic techniques and skills are introduced.</p> <p>'Exercising safely and effectively' during activities are focused on.</p>	<p>-pupils take part in athletics and rounders, basic rules and techniques are introduced.</p> <p>Pupils complete the multistage fitness test to measure if their fitness levels have improved.</p> <p>'Exercising safely and effectively' during activities are focused on.</p>
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<p><b>Links to Gatsby Benchmarks:</b></p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil  4. Linking curriculum learning to careers  5. Encounters with employers and employees.    6. Experiences of workplaces    Pupils health and physical needs are developed.  Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports.  Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a coach to talk to students.</p>
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