

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Subject PE 2 Subjects/Lessons weekly 8E - Explorer Curriculum –

Year	2022 – 2023 Autumn 1	2022 – 2023 Autumn 2	2022 – 2023 Spring 1	2022 – 2023 Spring 2	2022 – 2023 Summer 1	2022 – 2023 Summer 2
	<p><u>Topic:</u></p> <p>Swimming/ Football/Basketball HRF/Bleep Test Kurling competition</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for football? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of football? -Do you play football / basketball out of school? -Do you play for any clubs or teams?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students experience sessions in - -football and basketball and the basic key skills are further developed,</p>	<p><u>Topic:</u></p> <p>Swimming/ Football/Basketball HRF/Bleep Test Kurling competition</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for Basketball? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of football? -Do you play football / basketball out of school? -Do you play for any clubs or teams?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Year 8 students continue with Football and Basketball sessions, further developing the basic</p>	<p><u>Topic:</u></p> <p>HRF - Fitness Training-circuits/ Swimming Indoor Cricket</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for fitness training? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of cricket? -Do you play football / cricket out of school? -Do you play for any clubs or teams? -Are you an experienced swimmer?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils take part in circuit training to improve their health and fitness.Pupils</p>	<p><u>Topic:</u></p> <p>Indoor Cricket/ Swimming Racket sports - Short Tennis / Badminton</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for tennis? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of racket sports? -Do you play racket sports out of school? -Do you play for any clubs or teams? Where could you play? Why is it important to learn to swim?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils experience indoor cricket sessions. They practise catching and throwing and are</p>	<p><u>Topic:</u></p> <p>Swimming Athletics/Rounders Kurling/Boccia/Tri-Golf Cricket (wet weather)</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for athletics? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of rounders? -Do you play athletics out of school? -Do you play for any clubs or teams? Where could you play?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils take part in sports such as athletics, cricket and rounders and also</p>	<p><u>Topic:</u></p> <p>Swimming Athletics / Rounders/Cricket / HRF -Bleep test</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for athletics? -Why is it important to exercise? -What is meant by tactics? -Can you state the main activities in athletics? -Do you play athletics out of school? -Do you play for any clubs or teams? Where could you play?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Year 8 pupils take part in sports such as athletics, cricket and rounders. Pupils</p>

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<p>eg – long passing, shooting from distance, dribbling around items.</p> <p>Students begin to prepare themselves for the Entry Level Exam in Key Stage 4 by playing in a games approach, they are encouraged to develop their tactics and skills and strategies to 'outwit an opponent'.</p> <p>Students are encouraged to develop their coordination and control. Scoring, rules of games and tactics are introduced.</p> <p>Pupils complete a multistage fitness test to measure their fitness levels</p> <p>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.</p>	<p>key skills eg – long passing, shooting from distance, dribbling around items.</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>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.</p> <p>-Kurling and boccia take place in a competitive situation, tactics introduced (eg-knocking other kurling stones out of the way).</p>	<p>keep a record of their scores in different exercises and are encouraged to increase their scores.'Exercising safely and effectively' are focused on.</p> <p>-indoor cricket sessions - they recap practise catching and throwing and the basic techniques for batting and bowling are developed further, eg- straight arm for bowling, defensive shots in batting.</p> <p>-Racket Sports - short tennis trying to move your opponent around the court is introduced. Badminton, and table tennis are introduced, basic techniques – racket grip, serve, foot movement</p> <p>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.</p>	<p>taught the basic techniques for batting and bowling. Students participate in racket sports, they are taught the basic grip, forehand / backhand / feet movement.</p> <p>-indoor cricket sessions - they recap practise catching and throwing and the basic techniques for batting and bowling are developed further, eg- straight arm for bowling, defensive shots in batting. Fielding positions are introduced in small games.</p> <p>-Racket Sports - short tennis trying to move your opponent around the court is introduced. Badminton, and table tennis are introduced, basic techniques – racket grip, serve, foot movement</p> <p>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim</p>	<p>take part in activities such as Kurling / boccia and tri-golf.</p> <p>Basic techniques and skills are introduced. 'Exercising safely and effectively' during activities are focused on.</p> <p>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.</p> <p>They also practise their techniques for athletics – sprinting techniques, shot, disc and javelin basic grip.</p>	<p>complete the multistage fitness test to measure if their fitness levels have improved. 'Exercising safely and effectively' during activities are focused on.</p> <p>Students are encouraged to further develop their coordination and control. Knowledge of scoring, rules of games and tactics are developed. Exercising safely and effectively during activities continues to be a key focus.</p> <p>-Swimming lessons on a half termly rota – basic strokes, safety rules are taught, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.</p> <p>Pupils practise their techniques for athletics – sprinting techniques, shot, disc</p>
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			They also continue to take part in circuit training sessions to improve their health and fitness, the target is to improve on previous years performance in each activity.	competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and to perform safe self-rescue in different water-based situations.		and javelin basic grip.
Links to Gatsby Benchmarks:	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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,</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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,</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>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</p>

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	employers from a leisure centre or a personal trainer or a coach to talk to students.	employers from a leisure centre or a personal trainer or a coach to talk to students.	personal trainer or a coach to talk to students.	meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.	employers from a leisure centre or a personal trainer or a coach to talk to students.
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