

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

## 8N - Navigator Curriculum – Subject PE 2 Subjects/Lessons weekly

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><b><u>Topic:</u></b></p> <p>Swimming/ Football/Basketball HRF/Bleep Test Kurling competition</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for football? -Do you know some different positions for players in 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><b><u>Key Skills and Knowledge:</u></b></p> <p>Students experience sessions in - -football and basketball and the basic key skills are</p>	<p><b><u>Topic:</u></b></p> <p>Swimming/ Football/Basketball HRF/Bleep Test Kurling competition</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for football? -Do you know some different positions for players in 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><b><u>Key Skills and Knowledge:</u></b></p> <p>Students experience sessions in - -football and basketball and the basic key skills are</p>	<p><b><u>Topic:</u></b></p> <p>HRF - Fitness Training- circuits/ Short Tennis / Swimming / Indoor Cricket</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for tennis? Where can you go to play racket sports?? -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?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Pupils are encouraged to develop their tactics and skills and strategies to 'outwit an opponent'.</p>	<p><b><u>Topic:</u></b></p> <p>Indoor Cricket/ Swimming Racket sports - Short Tennis / Badminton</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for fitness training? -Where can you go to exercise? -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><b><u>Key Skills and Knowledge:</u></b></p> <p>-Racket Sports - short tennis trying to move your opponent around the court is introduced.</p>	<p><b><u>Topic:</u></b></p> <p>Swimming Athletics/Rounders Kurling/Boccia/Tri-Golf Cricket (wet weather)</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for athletics? -What does it mean to 'pace yourself' when running? -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><b><u>Key Skills and Knowledge:</u></b></p> <p>-Kurling and boccia take place in a competitive situation, tactics introduced ( eg-</p>	<p><b><u>Topic:</u></b></p> <p>Swimming Athletics / Rounders/Cricket / HRF -Bleep test</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>-Can you think of some key words for athletics? -can you name the different sprinting race distances? -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><b><u>Key Skills and Knowledge:</u></b></p> <p>They also practise their techniques for athletics – sprinting techniques, shot, disc and javelin</p>

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<p>further developed, eg – long passing, shooting from distance, dribbling around items.</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>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>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>further developed, eg – long passing, shooting from distance, dribbling around items.</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 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.</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 introduces in small games</p> <p>Exercising 'safely and effectively' continues to be a 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>Badminton, and table tennis are introduced, basic techniques – racket grip, serve, foot 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 introduces in small games</p> <p>Exercising safely and effectively during activities is 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>knocking other kurling stones out of the way).</p> <p>Pupils practise their techniques for athletics – sprinting techniques, shot, disc and javelin basic grip.</p> <p>Rounders – basic grip / tactics / fielding positions</p> <p>Year 8 pupils experience a games approach where they take part in cricket and rounders sessions. to be a 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>basic grip.</p> <p>'Exercising safely and effectively' during activities are focused on</p> <p>Rounders – basic grip / tactics / fielding positions</p> <p>Pupils complete a multistage fitness test to measure their fitness</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>	
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<b>Links to Gatsby Benchmark s:</b>	<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.</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.</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</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</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</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</p>

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	<p>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>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>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>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>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>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>
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