

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

11N - Navigator Curriculum –

NB - Bikeability and Golf sessions timings depend on the availability of coaches and may be different to those listed here on the SOW.

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><u>Topic:</u></p> <p>Football</p> <p><u>Suggested Key Questions:</u></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 out of school? -Do you play for any clubs or teams?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Entry Level PE - Students are working towards improving their grades for activities in their Entry Level qualification in PE.</p>	<p><u>Topic:</u></p> <p>Basketball</p> <p><u>Suggested Key Questions:</u></p> <p>-Can you think of some key words for basketball? -Do you know some different positions for players in basketball? -Why is it important to exercise? -What is meant by tactics? -Can you state some tactics of basketball? -Do you play basketball out of school? -Do you play for any clubs or teams?</p> <p><u>Key Skills and Knowledge:</u></p> <p>Entry Level PE - Students are working towards their Entry Level</p>	<p><u>Topic:</u></p> <p>Bikeability / Golf * Basketball/Football - Assessment Cricket ESE - Fitness Training- circuits</p> <p><u>Suggested Key Questions:</u></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?</p> <p><u>Key Skills and Knowledge:</u></p> <p>They take part in golf sessions including hitting over</p>	<p><u>Topic:</u></p> <p>Racket sports Badminton/Table Tennis/short tennis/tennis</p> <p><u>Suggested Key Questions:</u></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><u>Key Skills and Knowledge:</u></p> <p>Pupils take part in</p>	<p><u>Topic:</u></p> <p>Athletics/Rounders Tennis/Racket Sports</p> <p><u>Suggested Key Questions:</u></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><u>Key Skills and Knowledge:</u></p> <p>Pupils should understand what</p>	<p><u>Topic:</u></p> <p>Rounders Tennis/Badminton Pool/Snooker/ Gym (6th form) HRF -Bleep test</p> <p><u>Suggested Key Questions:</u></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><u>Key Skills and Knowledge:</u></p> <p>Pupils should understand what</p>

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

<p>They select and apply skills, tactics, strategies and team skills for each activity including warm ups and equipment organisation. Students are taught the importance of planning in preparation for any activity.</p> <p>Students will experience sessions in football to improve their proficiency in the key skills of the game such as passing, control, pressing, attacking/defending, and shooting. More able pupils will show the impact they can have on a game situation with their range of skills, decision making and the ability to help and encourage others.</p> <p>Pupil are taught analysis of performance and the more able pupils can show a good knowledge of rules and tactics through this.</p>	<p>qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity including warm-ups and equipment organisation. Students are taught the importance of planning in preparation for any activity.</p> <p>Students will experience sessions in basketball to improve their proficiency in the key skills of the game such as passing, dribbling, offence/defence, and shooting. More able pupils will show the impact they can have on a game situation with their range of skills, decision making and the ability to help and encourage others.</p> <p>Pupil are taught analysis of performance and the more able pupils can show a good knowledge of rules and tactics through this.</p>	<p>a longer distance, attending a golf course if possible and showing the skill to carry out shots with different clubs, putters etc. and are assessed in golf.</p> <p>-They take part in and are assessed in bikeability. Pupils can show there cycling ability by cycling through a coned area, showing control, varying speed, hand signals etc.</p> <p>-Cricket - Pupils select and apply skills, tactics, strategies and team skills for game situations.</p> <p>Students are taught the importance of planning in preparation for any activity. They also take part in circuit training and learn how to exercise safely and effectively.</p>	<p>golf sessions including hitting over a longer distance, attending a golf course if possible and showing the skill to carry out shots with different clubs, putters etc. and are assessed in golf.</p> <p>-They take part in and are assessed in bikeability. Pupils can show there cycling ability by cycling through a coned area, showing control, varying speed, hand signals etc.</p> <p>-Cricket - Pupils select and apply skills, tactics, strategies and team skills for game situations.</p> <p>Racket sports - Students are working towards their Entry level qualification in PE. They select and apply skills, tactics, strategies and team skills for each activity. Exercising safely and effectively continues to be a focus.</p>	<p>makes a performance effective and how to apply these principles to their own and others’ work.</p> <p>Pupils are taught to: use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, rounders and tennis.</p> <p>Pupils are working towards their Entry Level qualification in PE. They take part in and are assessed in cricket, rounders, tennis and athletics. They select and apply skills, tactics and strategies for each activity. Pupils are taught the importance of planning in preparation for any activity, this includes warm ups and equipment organisation and they are encouraged to appreciate the different roles in each activity.</p> <p>Pupils complete a multistage fitness test to measure their fitness levels.</p>	<p>makes a performance effective and how to apply these principles to their own and others’ work.</p> <p>Pupils are taught to: use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, rounders and tennis.</p> <p>Pupils are working towards their Entry Level qualification in PE. They take part in and are assessed in cricket, rounders and athletics. They select and apply skills, tactics and strategies for each activity. Pupils are taught the importance of planning in preparation for any activity, this includes warm ups and equipment organisation and they are encouraged to appreciate the different roles in each activity.</p> <p>Pupils complete a multistage fitness test to measure their fitness levels.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

<p>Links to Gatsby Benchmarks:</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</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</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</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</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</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</p>

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