

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 7E - Explorer Curriculum –

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
Exploration and Foundations	<p>Topic:</p> <p>Football, Rugby</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What do we wear for PE? - How many players are on a team? - What is passing? - Why do we warm up? <p>Key Skills and Knowledge:</p> <p>Football: Basic passing (inside foot), ball control with both feet, spatial awareness, simple dribbling, team positioning.</p> <p>Tag Rugby: Holding and running with the ball, tagging, basic passing (pop pass), moving into space. Focus on cooperation and understanding team play.</p>	<p>Topic:</p> <p>Basketball, Hockey</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What is a team? - How do we dribble in basketball? - What are the rules of hockey? - Why do we follow rules? <p>Key Skills and Knowledge:</p> <p>Basketball: Two-handed passing, stationary and moving dribbling, lay-up intro, team rules.</p> <p>Hockey: Safe stick control, push pass, moving with the ball, stopping the ball, basic shooting. Focus on coordination and confidence with equipment.</p>	<p>Topic:</p> <p>Table tennis, Badminton, Gymnastics</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What is hand-eye coordination? - What do we need to play safely? - Can you name the parts of the bat? <p>Key Skills and Knowledge:</p> <p>Table Tennis: Grip, basic forehand and backhand push, simple serves, rallying.</p> <p>Movement: Agility, balance, coordination drills through fun obstacle circuits and games. Focus on motor skills and following sequences.</p>	<p>Topic:</p> <p>Handball, Health related fitness</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What is balance? - Can you show a shape with your body? - How do we move safely? <p>Key Skills and Knowledge:</p> <p>Travelling on feet and hands, basic balances (solo and partner), floor work (tuck, pencil, star shapes), introduction to sequences. Focus on body control and visual modelling.</p>	<p>Topic:</p> <p>Cricket, Tennis</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What is sprinting? - What is pacing? - How do we jump safely? <p>Key Skills and Knowledge:</p> <p>Sprinting 30–60m, pacing practice over short distances, standing long jump technique, coordination with cones and relay activities. Focus on enjoyment and effort.</p>	<p>Topic:</p> <p>Athletics, Fielding and striking</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What is a bat for? - How do we throw and catch safely? - What is a team? <p>Key Skills and Knowledge:</p> <p>Catching and throwing with two hands, underarm bowl, hitting off a tee, basic fielding roles in small-sided games. Focus on turn-taking, spatial awareness, and developing reactions.</p>

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

Links to Gatsby benchmarks	3: Tasks differentiated with visual supports. 4: Discuss how football and teamwork are used in leisure jobs. 5: Invite local coach to demonstrate warm-up routines.	3: Structured routines and clear transitions for ASD learners. 4: Link teamwork and focus to sports centre roles. 6: Visit to local sports centre for a tour.	3: Encourage fine motor and coordination development. 4: Highlight hand-eye coordination for physiotherapy or assistant roles. 5: Invite a physiotherapist to visit.	3: Use sensory-safe equipment and PECS cards. 4: Talk about dance instructors or movement coaches. 5: Visit from SEN-trained dance coach.	3: Use pacing strips and audio cues. 4: Talk about sporting events and roles like scorekeeper. 6: Visit to school track.	3: Provide structured roles and scripts for turn-taking. 4: Link rules to umpire or assistant referee roles. 5: Visit from cricket club volunteer.
-----------------------------------	---	---	--	---	--	--

Progression Map: Skills and Knowledge (Years 7–9)

Strand / Domain	Year 7 Foundation	Year 8 Development	Year 9 Mastery and Independence
Locomotor Skills (Running, Jumping)	<ul style="list-style-type: none"> - Explore basic movement patterns - Walk, jog, sprint in short bursts - Standing long jump intro 	<ul style="list-style-type: none"> - Pacing and sprint technique - Running over varied distances (e.g. 60m, 100m) - Jumping with control (vertical and horizontal) 	<ul style="list-style-type: none"> - Sprint start and transitions - Combine movement in sequences - Record personal bests and refine technique
Object Control (Throwing, Catching, Striking)	<ul style="list-style-type: none"> - Catch and throw large/small objects - Use of underarm throw in games - Hit a stationary ball (e.g., off a tee) 	<ul style="list-style-type: none"> - Develop catching accuracy in small games - Overarm and underarm throw with target - Striking with bat/racket with direction 	<ul style="list-style-type: none"> - Strike with intent and control - Throw for distance and accuracy - Consistent catching in gameplay
Ball Skills (Passing, Dribbling, Ball Control)	<ul style="list-style-type: none"> - Basic passing (chest, bounce) - Stationary dribbling (feet/hands) - Basic control with foot/stick 	<ul style="list-style-type: none"> - Move while dribbling (both hands/feet) - Pass under pressure - Trap/control incoming ball 	<ul style="list-style-type: none"> - Use of tactics in passing - Maintain control while changing direction - Combine dribbling and passing in games
Spatial Awareness	<ul style="list-style-type: none"> - Stay in set zones - Recognise teammate/opponent positions - Understand safe movement 	<ul style="list-style-type: none"> - Move into space to receive ball - Begin to mark opponents - Use width in team games 	<ul style="list-style-type: none"> - Create space with movement - Cover space defensively - Direct others into space
Game Understanding (Tactics, Rules)	<ul style="list-style-type: none"> - Follow 1–2 step rules - Learn what attack/defence mean - Begin to take turns 	<ul style="list-style-type: none"> - Understand simple tactics (e.g. finding space, keeping possession) - Apply more rules independently 	<ul style="list-style-type: none"> - Choose appropriate tactics (e.g. press/hold in defence) - Lead warm-ups or explain rules - Apply strategies during game play
Teamwork and Communication	<ul style="list-style-type: none"> - Take part in team games with support - Follow group cues and visual instructions - Use simple phrases to interact (e.g. "pass", "my turn") 	<ul style="list-style-type: none"> - Use agreed signals or Makaton for passing/defence - Share simple responsibilities (e.g. bib monitor) - Begin to resolve minor disagreements 	<ul style="list-style-type: none"> - Lead a partner/small group - Communicate clearly in a team setting - Offer encouragement or direction to peers
Fitness and Health Awareness	<ul style="list-style-type: none"> - Know when body feels tired or sweaty - Take part in warm-up routines - Recognise stretching 	<ul style="list-style-type: none"> - Identify heart rate increase - Learn how exercise affects the body (sweating, breathing) 	<ul style="list-style-type: none"> - Use RPE scale to self-assess - Name fitness components (e.g. strength, stamina)

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

Strand / Domain	Year 7 Foundation	Year 8 Development	Year 9 Mastery and Independence
Gymnastics / Body Control	<ul style="list-style-type: none"> - Create body shapes on floor - Basic balances alone - Simple rolling (log, pencil) 	<ul style="list-style-type: none"> - Understand why fitness is important - Balances with partner - Combine movement and shape in sequences - Use low-level apparatus 	<ul style="list-style-type: none"> - Reflect on personal progress and effort - Full sequence with multiple movements - Refine technique with peer/teacher feedback - Perform confidently to peers
Athletics Events	<ul style="list-style-type: none"> - Try a range of events (run, jump, throw) - Use basic techniques for each - Understand take-off, run-up 	<ul style="list-style-type: none"> - Apply rules of each event (e.g. no stepping on take-off board) - Measure distance/time - Begin to compete against self 	<ul style="list-style-type: none"> - Improve scores with refined techniques - Record and analyse own performance - Lead/support others in events
Striking & Fielding Games	<ul style="list-style-type: none"> - Hit a ball off tee - Understand positions (batter, fielder) - Know when to run 	<ul style="list-style-type: none"> - Bowl underarm with some control - Anticipate where to throw the ball - Catch under pressure 	<ul style="list-style-type: none"> - Tactical positioning (e.g. backing up) - Hit into space to score - Take on leadership in small-sided games
Reflection & Self-Evaluation	<ul style="list-style-type: none"> - Say what they enjoyed or found hard - Recognise when they improved - Use thumbs up/down or symbols 	<ul style="list-style-type: none"> - Identify strengths with support - Begin to use visual scales (1–5, emoji faces) for effort - Talk about what to improve next time 	<ul style="list-style-type: none"> - Reflect using structured sentence starters - Record personal bests - Offer feedback to others constructively

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