

7N - Navigation Curriculum –Subject PE 2 Subjects/Lessons weekly

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> <ul style="list-style-type: none"> 🏃 Develop basic ball control: using inside of foot to pass, stopping ball with sole. 🏃 Begin dribbling in straight lines and zig-zags. 🏃 Learn safe two-handed tagging in rugby. 🗨 Understand team formation: defenders/midfielders/attackers. 🗨 Learn why warm-up is needed. 👉 Practice working in pairs for passing. 	<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> <ul style="list-style-type: none"> 🏃 Chest and bounce pass in basketball. 🏃 Controlled dribbling using dominant and non-dominant hand. 🏃 Holding a hockey stick correctly, push pass and stopping the ball. 🗨 Apply simple defensive strategies: “marking” and “tracking”. 👉 Take turns in shooting games and small group roles. 	<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> <ul style="list-style-type: none"> 🏃 Develop grip and ready position. 🏃 Practice forehand push; keeping ball low and controlled. 🏃 Build footwork coordination for agility tasks. 🗨 Know safety rules and simple scoring. 👉 Work in pairs: one hits, one feeds; use “well done” phrases. 	<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> <ul style="list-style-type: none"> 🏃 Practice static balances (tuck, star, pike). 🏃 Travel in different ways: crawling, skipping, rolling. 🗨 Begin creating 2-move sequences (e.g., balance + roll). 👉 Copy a partner’s shape or movement. 	<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> <ul style="list-style-type: none"> 🏃 Sprint over 30–50m using arms and knees. 🏃 Standing long jump: focus on swinging arms. 🏃 Introduce foam javelin throw: stance, arm extension. 🗨 Measure simple distances using cones. 👉 Cheer and support others in timed races.. 	<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> <ul style="list-style-type: none"> 🏃 Catching a large ball using hands and body. 🏃 Underarm bowling towards stumps/target. 🏃 Batting from a tee or soft feed. 🗨 Understand the aim: “hit and run” or “field and return”. 👉 Take turns as batter/fielder; know when to run.

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.
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PE Progression Map: Skills & Knowledge (Years 7–9)

Strand	Year 7: Foundation	Year 8: Development	Year 9: Mastery & Independence
Locomotor & Agility (Running, jumping, travelling)	<ul style="list-style-type: none"> - Basic running and walking in different directions - Standing long jump technique - Travelling in straight lines, zig-zags 	<ul style="list-style-type: none"> - Sprint starts, changes of speed and direction - Introduce pacing over distances (60–100m) - Introduce short obstacle agility circuits 	<ul style="list-style-type: none"> - Confident pacing and sprinting in races - Improved long jump with arm/leg coordination - Incorporate agility in game scenarios
Object Control (Throwing, catching, striking)	<ul style="list-style-type: none"> - Basic catching with two hands - Underarm throwing to target - Hit a stationary ball from tee or drop 	<ul style="list-style-type: none"> - Catching moving balls with increasing consistency - Overarm throws with aim and power - Controlled batting (directional hitting) 	<ul style="list-style-type: none"> - Fielding under pressure in games - Throw for accuracy and distance - Select appropriate striking techniques in different games
Ball Skills (Dribbling, passing, shooting)	<ul style="list-style-type: none"> - Dribble a ball in straight line (foot/hand/stick) - Short passes to partner - Begin to shoot towards target 	<ul style="list-style-type: none"> - Dribble and pass while moving - Pass accurately under mild pressure - Shoot with appropriate technique (e.g., lay-up, side foot) 	<ul style="list-style-type: none"> - Dribble and evade in game scenarios - Choose type of pass (e.g., chest, bounce, push) - Shoot under defensive pressure with accuracy
Tactics & Gameplay Understanding	<ul style="list-style-type: none"> - Understand basic roles (attacker, defender) - Learn turn-taking and sharing in games - Understand simple rules 	<ul style="list-style-type: none"> - Begin to apply tactics (e.g., use space, mark opponents) - Follow multi-step rules - Understand scoring systems 	<ul style="list-style-type: none"> - Apply attacking and defending strategies - Adjust tactics based on gameplay - Demonstrate knowledge of multiple game formats
Fitness & Health Knowledge	<ul style="list-style-type: none"> - Recognise physical changes after exercise (e.g., heart rate, sweat) - Join in warm-ups and cool-downs 	<ul style="list-style-type: none"> - Understand reasons for warming up and stretching - Begin to identify different types of fitness (speed, strength, stamina) 	<ul style="list-style-type: none"> - Monitor effort using RPE scale or HR - Recognise how different training impacts the body - Reflect on fitness improvements over time
Gymnastics / Movement	<ul style="list-style-type: none"> - Perform basic balances and body shapes - Complete simple rolls (log, pencil) - Sequence 2–3 movements 	<ul style="list-style-type: none"> - Perform pair/group balances - Travel and balance on low equipment - Link movements in 3–4 part sequences 	<ul style="list-style-type: none"> - Design and perform a group routine with apparatus - Use feedback to improve technique - Perform with control and fluency
Striking & Fielding Games	<ul style="list-style-type: none"> - Hit a ball from a tee - Basic catching and throwing 	<ul style="list-style-type: none"> - Strike with intent and run bases/posts - Field with awareness of team roles 	<ul style="list-style-type: none"> - Use game tactics (e.g., aim to space, back up fielder)

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	- Understand fielding roles	- Bowl underarm to target	- Bowl or bat with control under game conditions - Work cooperatively in match play - Time, record, and improve results
Athletics	- Sprint short distances with effort - Standing long jump intro - Foam javelin or bean bag throwing	- Sprint with better technique and pacing - Shot putt or javelin with control - Relay with baton handovers	- Select appropriate technique for each event - Compete and support others in measured events
Net & Wall Games	- Understand basic rallying (table tennis, badminton) - Serve with support	- Return serves with control - Begin short rallies with consistency	- Play point-based games with serve/return - Use positioning and aim tactically
Communication & Teamwork	- Follow visual/verbal cues - Basic turn-taking and peer interaction	- Cooperate with team roles (passer, marker, captain) - Use short phrases or signals to communicate	- Lead warm-ups or drills - Resolve game situations through discussion - Provide and receive peer feedback respectfully
Reflection & Evaluation	- Say what was fun or hard - Use symbols or sentence starters to self-assess	- Describe progress using “I improved at...” - Begin setting targets (e.g., “I will pass quicker”)	- Reflect on strengths and areas for growth - Use checklists or simple rubrics to evaluate performance

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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) - Understand why fitness is important 	<ul style="list-style-type: none"> - Use RPE scale to self-assess - Name fitness components (e.g. strength, stamina) - Reflect on personal progress and

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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"> - Balances with partner - Combine movement and shape in sequences - Use low-level apparatus 	<ul style="list-style-type: none"> - 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