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	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
Exploration and Foundations	**Topic:** Football, Rugby **Suggested Key Questions:** - What do we wear for PE? - How many players are on a team? - What is passing? - Why do we warm up? **Key Skills and Knowledge:** **Football**: Basic passing (inside foot), ball control with both feet, spatial awareness, simple dribbling, team positioning. **Tag Rugby**: Holding and running with the ball, tagging, basic passing (pop pass), moving into space. Focus on cooperation and understanding team play.	**Topic:** Basketball, Hockey **Suggested Key Questions:** - What is a team? - How do we dribble in basketball? - What are the rules of hockey? - Why do we follow rules? **Key Skills and Knowledge:** **Basketball**: Two-handed passing, stationary and moving dribbling, lay-up intro, team rules. **Hockey**: Safe stick control, push pass, moving with the ball, stopping the ball, basic shooting. Focus on coordination and confidence with equipment.	**Topic:** Table tennis, Badminton, Gymnastics **Suggested Key Questions:** - What is hand-eye coordination? - What do we need to play safely? - Can you name the parts of the bat? **Key Skills and Knowledge:** **Table Tennis**: Grip, basic forehand and backhand push, simple serves, rallying. **Movement**: Agility, balance, coordination drills through fun obstacle circuits and games. Focus on motor skills and following sequences.	**Topic:** Handball, Health related fitness **Suggested Key Questions:** - What is balance? - Can you show a shape with your body? - How do we move safely? **Key Skills and Knowledge:** 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.	**Topic:** Cricket, Tennis **Suggested Key Questions:** - What is sprinting? - What is pacing? - How do we jump safely? **Key Skills and Knowledge:** Sprinting 30–60m, pacing practice over short distances, standing long jump technique, coordination with cones and relay activities. Focus on enjoyment and effort.	**Topic:** Athletics, Fielding and striking **Suggested Key Questions:** - What is a bat for? - How do we throw and catch safely? - What is a team? **Key Skills and Knowledge:** 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.

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)	- Explore basic movement patterns - Walk, jog, sprint in short bursts - Standing long jump intro	- Pacing and sprint technique - Running over varied distances (e.g. 60m, 100m) - Jumping with control (vertical and horizontal)	- Sprint start and transitions - Combine movement in sequences - Record personal bests and refine technique
Object Control (Throwing, Catching, Striking)	- Catch and throw large/small objects - Use of underarm throw in games - Hit a stationary ball (e.g., off a tee)	- Develop catching accuracy in small games - Overarm and underarm throw with target - Striking with bat/racket with direction	- Strike with intent and control - Throw for distance and accuracy - Consistent catching in gameplay
Ball Skills (Passing, Dribbling, Ball Control)	- Basic passing (chest, bounce) - Stationary dribbling (feet/hands) - Basic control with foot/stick	- Move while dribbling (both hands/feet) - Pass under pressure - Trap/control incoming ball	- Use of tactics in passing - Maintain control while changing direction - Combine dribbling and passing in games
Spatial Awareness	- Stay in set zones - Recognise teammate/opponent positions - Understand safe movement	- Move into space to receive ball - Begin to mark opponents - Use width in team games	- Create space with movement - Cover space defensively - Direct others into space
Game Understanding (Tactics, Rules)	- Follow 1–2 step rules - Learn what attack/defence mean - Begin to take turns	- Understand simple tactics (e.g. finding space, keeping possession) - Apply more rules independently	- Choose appropriate tactics (e.g. press/hold in defence) - Lead warm-ups or explain rules - Apply strategies during game play
Teamwork and Communication	- Take part in team games with support - Follow group cues and visual instructions - Use simple phrases to interact (e.g. "pass", "my turn")	- Use agreed signals or Makaton for passing/defence - Share simple responsibilities (e.g. bib monitor) - Begin to resolve minor disagreements	- Lead a partner/small group - Communicate clearly in a team setting - Offer encouragement or direction to peers
Fitness and Health Awareness	- Know when body feels tired or sweaty - Take part in warm-up routines - Recognise stretching	- Identify heart rate increase - Learn how exercise affects the body (sweating, breathing)	- 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*
		- Understand why fitness is important	- Reflect on personal progress and effort
Gymnastics / Body Control	- Create body shapes on floor - Basic balances alone - Simple rolling (log, pencil)	- Balances with partner - Combine movement and shape in sequences - Use low-level apparatus	- Full sequence with multiple movements - Refine technique with peer/teacher feedback - Perform confidently to peers
Athletics Events	- Try a range of events (run, jump, throw) - Use basic techniques for each - Understand take-off, run-up	- Apply rules of each event (e.g. no stepping on take-off board) - Measure distance/time - Begin to compete against self	- Improve scores with refined techniques - Record and analyse own performance - Lead/support others in events
Striking & Fielding Games	- Hit a ball off tee - Understand positions (batter, fielder) - Know when to run	- Bowl underarm with some control - Anticipate where to throw the ball - Catch under pressure	- Tactical positioning (e.g. backing up) - Hit into space to score - Take on leadership in small-sided games
Reflection & Self-Evaluation	- Say what they enjoyed or found hard - Recognise when they improved - Use thumbs up/down or symbols	- Identify strengths with support - Begin to use visual scales (1–5, emoji faces) for effort - Talk about what to improve next time	- Reflect using structured sentence starters - Record personal bests - Offer feedback to others constructively