



## Long Term Mapping 2024 – 25

### KS3 – Year 8 – Physical Education

#### Subject Intent/ Aims:

At St Philip Howard Catholic Voluntary Aided Academy, Physical Education has a unique contribution to make to the overall development of our pupils in terms of **personal, social and physical attributes**. The PE curriculum at St Philip Howard is inclusive and centred around educating the whole child, through a broad, yet focused on a range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through **skills, fitness and aesthetic appreciation**. We fully intend to develop **social skills, empathy, emotional intelligence and sportsmanship** enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

St Philip Howard pupils will be gracious in defeat, show humility in victory and have determination to succeed. We intend to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in **competitive sport and other physically-demanding activities**. We strive to provide opportunities for pupils to become physically confident in a way which supports their **health, fitness and well-being**. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The general and subject specific, will provide opportunities and rely upon pupil's ability to retrieve knowledge and understand that **interleaving**, especially in relation to common skills and health and fitness are common place in the curriculum.

The concept of '**Sport for All**' is very important to us and through a diverse sporting curriculum we aim to give all pupil this opportunity. If pupils choose to retain a creative attitude, then we have succeeded outside our parameters, but essentially the immediate provision, opportunity and esteem is there to be grasped in the fullness and freedom of our curriculum and extra-curricular programmes.



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Key Concepts - Advent		Key Concepts – Lent		Key Concepts - Pentecost	
<ul style="list-style-type: none"> <li>Netball</li> <li>Trampolining</li> <li>Football</li> <li>Health related fitness</li> </ul>		<ul style="list-style-type: none"> <li>Basketball</li> <li>Badminton</li> <li>Table tennis</li> </ul>		<ul style="list-style-type: none"> <li>Cricket</li> <li>Athletics</li> <li>Rounders</li> </ul>	
National Curriculum Coverage					
<p>Pupils will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <ul style="list-style-type: none"> <li>✓ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>✓ develop their technique and improve their performance in other competitive sports</li> <li>✓ challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>✓ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Components		Components		Components	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>To know how to replicate core skills (Passing and receiving, Shooting, Pivoting)</li> <li>To understand how to outwit an opponent to gain possession</li> <li>To develop understanding of game rules and team play</li> <li>To develop knowledge of decision making/problem solving</li> </ul> <p><b><u>Trampolining</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge of how to apply core skills</li> </ul>	<p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge of how to apply core skills (Control, Turns, Short/Long Passing, Shooting)</li> <li>To develop understanding of outwitting opponents in attack</li> <li>To develop understanding of rules, roles, teamwork &amp; cooperation</li> <li>To develop knowledge of decision making/problem solving</li> </ul> <p><b><u>Health related fitness</u></b></p> <ul style="list-style-type: none"> <li>To know how to replicate fitness movements</li> </ul>	<p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge of how to apply core skills (Dribbling, Passing and receiving, Shooting, finishing at the basket)</li> <li>To develop knowledge of outwitting opponents in an attacking situation</li> <li>To further understand game rules and team play</li> <li>To develop knowledge of decision making/problem solving</li> </ul>	<p><b><u>Badminton</u></b></p> <ul style="list-style-type: none"> <li>To know how to replicate and develop core skills (forehand, backhand, serve, smash, drop shot)</li> <li>To develop knowledge of outwitting opponents in an attacking situation</li> <li>To further develop knowledge of game rules and team play.</li> <li>To further develop understanding and application of decision making/problem solving</li> </ul>	<p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>To know how to further develop core skills (batting and bowling techniques, catching and overarm throwing)</li> <li>To know how to develop knowledge of outwitting opponents in an attacking situation</li> <li>To develop understanding of game rules and team play.</li> <li>To develop understanding of decision making/problem solving</li> </ul> <p><b><u>Rounders</u></b></p>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge of how to replicate event core skills and techniques</li> <li>To understand how to challenge physical capacity</li> <li>To understand heart rate and body functioning when exercising.</li> <li>To know how to evaluate personal bests and normative data</li> </ul>



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<ul style="list-style-type: none"> <li>To develop knowledge of aesthetics, control and body management skills</li> <li>To develop knowledge of sequences/movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of how we can challenge our bodies physical capacity.</li> <li>To continue to develop knowledge of heart rate and body functioning when exercising</li> </ul>	<p><b>Table tennis</b></p> <ul style="list-style-type: none"> <li>To develop knowledge of replicating core skills (forehand, backhand, push, serve, drive, topspin, backspin)</li> <li>To continue to develop knowledge of outwitting opponents in an attacking situation</li> <li>To further develop knowledge of game rules and team play.</li> </ul>		<ul style="list-style-type: none"> <li>To develop knowledge of how to replicate of core skills (batting and bowling techniques, catching and overarm throwing)</li> <li>To further develop knowledge of outwitting opponents in an attacking situation</li> <li>To further develop knowledge of game rules and team play.</li> <li>To develop knowledge around decision making/problem solving</li> </ul>	
<b>HO Knowledge</b>		<b>HO Knowledge</b>		<b>HO Knowledge</b>	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Identify the type of skill needed and perform these fluently and quickly even under pressure. More advanced variations of these core skills are attempted and make a significant impact on the games played.</li> <li>Demonstrate a good level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify space and using this to their team's advantage</li> <li>Be able to use the rules to their advantage and rarely makes errors. Encourage</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Identify the type of skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and makes a significant impact on the games played.</li> <li>Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify space and uses this to advance team onto opponents territory.</li> <li>Be able to explain the physical effects of exercise on their body and safe way</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Identify the type of skill needed and perform these fluently and quickly even under pressure. More advanced variations of these core skills are attempted and makes a significant impact on the games played.</li> <li>Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify space and uses this to advance team onto opponents territory.</li> </ul>	<p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>Identify and replicate a range of core skills needed and perform these fluently and quickly. Forehand and backhand shots are performed with height and direction. Control of the shuttle is consistent and serves are difficult to return for opposition</li> <li>Demonstrate more advanced variations of the core skills which means pupil's make a significant impact on the game. Identify space on the court and uses this to land the shuttle on an opponent's territory.</li> <li>Show a good understanding</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Show very good skill replication with control and timing. Bowling is consistent with good length and bats with a sound coordination dealing with different deliveries. Demonstrates good ground fielding and accurate throws.</li> <li>Demonstrate more advanced variations of the batting, bowling and fielding skills to make a significant impact on the game. Identify spaces on the field and uses this to direct the ball towards these areas.</li> <li>Show a good</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Can adapt and change technique and identify ways to increase the intensity on the body. Replication of these core skills are consistent even as a result of fatigue.</li> <li>Performs well in all athletic events. Motivation and drive are evident and physical capacity is excellent.</li> <li>Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate and body adaptations that take place in order to sustain</li> </ul>



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<p>others to improve their understanding and offers advice and help to improve their performance.</p> <ul style="list-style-type: none"> <li>❖ Show a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on confident information processing. Will be able to umpire with some success</li> </ul> <p><b><u>Trampolining</u></b></p> <ul style="list-style-type: none"> <li>❖ Able to accurately replicate a range of techniques, skills and apply them in a small sequence. Shows consistent good height on each bounce, good technique, clarity of shape and fluency to next skill. Ability to perform drops (seat, front and back) and rotational movements i.e. front somersault.</li> <li>❖ Shows a very good knowledge of rhythm and timing with little or no help. More advanced movements are attempted and mostly successful due to very</li> </ul>	<p>of preparing for exercise. Show a deeper understanding of health and fitness and its importance and demonstrates a high level of teamwork.</p> <ul style="list-style-type: none"> <li>❖ Show a deeper understanding of tactics that can overcome a team defence. Begin to develop confidence in leading small groups of players to improve. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.</li> </ul> <p><b><u>Health related fitness</u></b></p> <ul style="list-style-type: none"> <li>❖ Can adapt and change technique and identify ways to increase the intensity on the body. Replication of these core skills are consistent even as a result of fatigue.</li> <li>❖ Performs well in all fitness tests. Motivation and drive are evident and physical capacity is excellent.</li> <li>❖ Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate and body adaptations that take place in order to sustain performance are accurate</li> <li>❖ Demonstrate a strong ability to reflect on own learning.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Be able to use the rules to their advantage and rarely makes errors. Encourage others to improve their understanding and offers advice and help to improve their performance.</li> <li>❖ Show a range of different roles and always have a strong impact; use skills with speed, accuracy and control; devise, carry out and adapt a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on confident information processing.</li> </ul> <p><b><u>Table tennis</u></b></p> <ul style="list-style-type: none"> <li>❖ Quickly identify and replicate a range of core skills and perform these fluently and quickly. Forehand and backhand shots are performed low over the net and with purposeful direction. Control of the ball is consistent and serves are difficult to return.</li> <li>❖ Demonstrate more advanced variations of the core skills which allow pupils to show a significant impact on games. Identify space on</li> </ul>	<p>of game rules and can adapt them for varying conditioned situation. Be able to use the rules to their advantage and rarely makes errors. Can score a game fairly and actively encourages others to improve their understanding offering advice and help</p> <ul style="list-style-type: none"> <li>❖ Demonstrate a strong influence on the game using and devising a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on a confident information processing.</li> </ul>	<p>understanding of game rules and can adapt them for varying conditioned situation. Can score a game fairly and actively encourages others to improve their understanding offering advice and help.</p> <ul style="list-style-type: none"> <li>❖ Demonstrate a strong influence on the game using and devising a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on a confident information processing.</li> </ul> <p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>❖ Show very good skill replication with control and timing. Bowling is consistent and bats with a sound coordination dealing with different deliveries. Demonstrates good ground fielding and accurately throws</li> <li>❖ Demonstrate more advanced variations of the batting, bowling and fielding skills to make a significant impact on the game. Identify spaces on the field and uses this to direct the ball towards these areas.</li> <li>❖ Show a good understanding of game rules and can adapt them</li> </ul>	<p>performance are accurate</p> <ul style="list-style-type: none"> <li>❖ Demonstrate a strong ability to reflect on own learning. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve.</li> </ul>
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<p>good body control. Extension of arms and legs is evident.</p> <ul style="list-style-type: none"> <li>❖ Ability to compose a sequence and perform with flow, control and precision. Movements are performed at a controlled height and close to the centre of the trampoline.</li> <li>❖ Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</li> </ul>	<p>Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve.</p>	<p>the table and uses this information to inform shot selection.</p> <ul style="list-style-type: none"> <li>❖ Show a good understanding of game rules and can adapt them for singles and doubles games. Be able to use the rules to their advantage and rarely makes errors. Can score a game fairly and actively encourages others to improve their understanding offering advice and help.</li> <li>❖ Demonstrate a strong ability to reflect on own learning. Can analyse and explain how core skills have been used and adapted to improve performance. IT will help reinforce these skills.</li> </ul>		<p>for varying conditioned situation. Can score a game fairly and actively encourages others to improve their understanding offering advice and help.</p> <ul style="list-style-type: none"> <li>❖ Demonstrate a strong influence on the game using and devising a wide range of strategies, tactics and ideas. Decision making skills appear quick and based on a confident information processing</li> </ul>	
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Composite Skills		Composite Skills		Composite Skills	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>➤ Use core techniques in a low pressured situation and will demonstrate basic control and passing ability. Pupils are aware of weaknesses and can compare performances to others'</li> <li>➤ Show some tactical</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>➤ Use core techniques in a low pressured situation and will should basic control and passing ability. Is aware of weaknesses and can compare performances to others'</li> <li>➤ Show some tactical awareness and can rush skill execution when</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>➤ Use core techniques in a low pressured situation and will should basic control and passing ability. Is aware of weaknesses and can compare performances to others'.</li> <li>➤ Show some tactical</li> </ul>	<p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>➤ Use a few isolated core skills when the shuttle falls to them. This is usually in a low pressured situation. Forehand shot tends to lack height and depth which can make it easy to return.</li> <li>➤ Show some tactical awareness and can rush</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>➤ Use a few isolated core skills when the ball is aimed towards them. This is usually in a low pressured situation. Shots are played mostly to the onside which can make it easy for fielders to prepare for.</li> <li>➤ Show some tactical awareness and can rush skill</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>➤ Observe and copy basic athletic techniques but will tire easily. Has reasonable success across all disciplines.</li> <li>➤ Paces themselves to meet targets they have set. These will reflective a developing physical literacy and will find</li> </ul>



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<p>awareness and might rush skill execution when responding to opponent's pressure.</p> <ul style="list-style-type: none"> <li>➤ Recognise basic rules during conditioned games and play a role in a team performance by sending and receiving passes</li> <li>➤ Recognise a need for good decision making when faced with an opposition with limited success. Uses a few core skills and techniques throughout this process.</li> </ul> <p><b><u>Trampolining</u></b></p> <ul style="list-style-type: none"> <li>➤ Can accurately replicate basic shapes and turns with some control and varied aesthetics. Perform basic drop movements in isolation.</li> <li>➤ Use basic movements with reasonable timing. Applies basic safety principles and shows control over own body when at a low bounce height. Struggles with advanced/dynamic movements.</li> <li>➤ Will be able to combine moves into a short sequence. Combine small movement</li> </ul>	<p>responding to opponent's pressure.</p> <ul style="list-style-type: none"> <li>➤ Recognise and explain the importance of getting ready for games and follow a basic set of rules. Usually basic a small role in the team.</li> <li>➤ Recognise a need for speedy decision making when faced with an opposition with limited success</li> </ul> <p><b><u>Health related fitness</u></b></p> <ul style="list-style-type: none"> <li>➤ Observe and copy basic fitness techniques but will tire easily. Has reasonable success across all fitness disciplines.</li> <li>➤ Apply a good knowledge of basic principles to specific activities. Paces their effort to meet targets they have set for themselves. These will reflective a developing physical literacy and will find sustained physical activity a challenge.</li> <li>➤ Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.</li> <li>➤ Able to compare own and others work and can state the differences. Use this</li> </ul>	<p>awareness and can rush skill execution when responding to opponent's pressure</p> <ul style="list-style-type: none"> <li>➤ Recognise basic rules during conditioned games and play a simple role in a team performance.</li> <li>➤ Recognise a need for speedy decision making when faced with an opposition with limited success. Uses a few core skills and techniques throughout this process.</li> </ul> <p><b><u>Table tennis</u></b></p> <ul style="list-style-type: none"> <li>➤ Use a few isolated core skills when the ball is hit towards them. Shots are successful under low pressured situation. Shot replication tends to travel high over the net which can make it easy to return.</li> <li>➤ Show some tactical awareness but can rush skill execution when responding to opponent's pressure. Use basic techniques in a controlled situation and will mainly use one shot to play a majority</li> </ul>	<p>skill execution when responding to opponent's pressure. Use basic techniques in a controlled situation and will mainly use the forehand to play a majority of shots</p> <ul style="list-style-type: none"> <li>➤ Recognise and adopt badminton rules during conditioned games. Scoring is usually correct.</li> <li>➤ Recognise a need for speedy decision making but has limited success. Uses a few core skills and notices errors after rally is completed. Begin to understand importance of body preparation and its relationship to a good connection/shuttle placement.</li> </ul>	<p>execution when responding to a bowled ball. Use basic techniques in a modified situation and will mainly hit to the outside with a majority of shots.</p> <ul style="list-style-type: none"> <li>➤ Recognise and understands basic cricket rules during conditioned games. Scoring is usually correct and will play a designated role in a team.</li> <li>➤ Recognise a need for speedy decision making but has limited success. Uses a few core skills and notices errors after the ball has been hit. Begin to understand importance of body preparation and its relationship to a good connection/ball placement.</li> </ul> <p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>➤ Use a few isolated core skills when the ball is aimed towards them. This is usually in a low pressured situation. Shots are played mostly to a strong side which can make it easy for fielders to prepare for.</li> <li>➤ Show some tactical awareness and can rush skill execution when responding to a bowled ball. Use basic techniques in a modified situation and will mainly hit to a strong side with a majority of shot</li> </ul>	<p>sustained physical exercise a challenge.</p> <ul style="list-style-type: none"> <li>➤ Apply basic principles of warm up and cool down, using exercises appropriate for the event. Identifies increases in heart rate but makes no link to fitness levels.</li> <li>➤ Able to compare own and others work and can state the differences. Use this information to attempt to improve own performance.</li> <li>➤ Development of reflective learners.</li> </ul>
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<p>patterns together regularly repeating these. Cannot perform longer routines.</p> <ul style="list-style-type: none"> <li>➤ Can see the difference between their performances and others and use this knowledge to improve. Displays some knowledge of the terminology used.</li> <li>➤ Development of peer/self-assessment</li> </ul>	<p>information to attempt to improve own performance.</p> <ul style="list-style-type: none"> <li>➤ Development of reflective learners.</li> </ul>	<p>of rallies</p> <ul style="list-style-type: none"> <li>➤ Recognise and adopt table tennis rules during conditioned games. Scoring is usually correct.</li> <li>➤ Able to compare own and others work and can state the differences. Use this information to attempt to improve own performance.</li> <li>➤ Development of reflective learners.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Recognise and understands basic rounders rules during conditioned games. Scoring is usually correct and will play a designated role in a team.</li> <li>➤ Recognise a need for speedy decision making but has limited success. Uses a few core skills and notices errors after the ball has been hit. Begin to understand importance of body preparation and its relationship to a good connection/ball placement.</li> </ul>	
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Final composition/ Deliberate Practice			Final composition/ Deliberate Practice			Final composition/ Deliberate Practice			
Advent 1		Advent 2	Lent 1		Lent 2	Pentecost 1		Pentecost 2	
O Skills in isolation assessment o Full context game assessment		<ul style="list-style-type: none"> <li>o Skills in isolation assessment</li> <li>o Full context game assessment</li> </ul>	O Skills in isolation assessment o Full context game assessment		<ul style="list-style-type: none"> <li>o Skills in isolation assessment</li> <li>o Full context game assessment</li> </ul>	O Skills in isolation assessment o Full context game assessment		<ul style="list-style-type: none"> <li>o Skills in isolation assessment</li> <li>o Full context game assessment</li> </ul>	
Assessment/s (Formative and Summative)			Assessment/s (Formative and Summative)			Assessment/s (Formative and Summative)			
	1A (Sept/Oct)	1B (Nov/Dec)		2A (Jan/Feb)	2B (March)		3A (April/May)	3B (June)	3C (June/July)
Term Dates	05.09.22 - 21.10.22 (7 weeks)	31.10.22 - 20.12.22 (7 weeks)	Term Dates	05.01.23 - 16.02.23 (6 weeks)	20.02.23 - 31.03.23 (6 weeks)	Term Dates	17.04.23 - 26.05.23 (5 weeks)	05.06.23 - 16.06.23 (2 weeks)	19.06.23 - 21.07.23 (5 weeks)
Curriculum content (ongoing formative assessments)	05.09.22 - 07.10.22	31.10.22 - 02.12.22	Curriculum Content (ongoing formative assessment)	05.01.23 - 02.02.23	20.02.23 - 17.03.23	Curriculum Content (ongoing)	17.04.23 - 12.05.23	W/C 5 <sup>th</sup> June	19.06.23 - 07.07.23



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Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	W/C 10 <sup>th</sup> October	W/C 5 <sup>th</sup> December	Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	03.02.23 - 10.02.23	W/C 20 <sup>th</sup> March	formative assessment)			
Feedback	W/C 17 <sup>th</sup> October	W/C 12 <sup>th</sup> December	Feedback	W/C 13 <sup>th</sup> February	W/C 27 <sup>th</sup> March	Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	W/C 15 <sup>th</sup> May	W/C 5 <sup>th</sup> June	W/C 10 <sup>th</sup> July
<b>*See assessment booklet*</b>			<b>*See assessment booklet*</b>			Feedback	W/C 22 <sup>nd</sup> May	W/C 12 <sup>th</sup> June	W/C 17 <sup>th</sup> July
						<b>*See assessment booklet*</b>			

Key Terms		Key Terms		Key Terms	
Advent 1	Advent 2	Lent 1	Lent 2	Term 1	Term 2
<p><b><u>Netball key terms:</u></b></p> Footwork Repossession Dodging Intercepting Marking Covering Delaying Positional names <p><b><u>Trampoline key terms:</u></b></p> Aesthetics Flight Tuck Straddle Pike Seat Drop Front Drop Back Drop	<p><b><u>Football key terms:</u></b></p> Pressing Principles of attack Principles of defence Keeping possession Making progression Dispossessing an opponent Covering Intercepting Marking Tackling Width and depth in attack <p><b><u>Health related fitness key terms:</u></b></p> Warm up Heart rate Cool down Dynamic Stretching Pace	<p><b><u>Basketball key terms:</u></b></p> Passing- Chest pass, Bounce pass and Shoulder pass Creating space Driving to the key Outside hand Positions- Lay-up Principles of attack and defence changing speed and direction, Marking (Man-man, zonal, half court press) Triple threat Defensive shape Screen Dodge Pivot <p><b><u>Table tennis key terms:</u></b></p>	<p><b><u>Badminton key terms:</u></b></p> Body positioning Service angle Flight of shuttle Angles Forehand Backhand Smash Overhead Drop shot Tactics Game plan Officiating/umpiring Adjustments Variations Anticipation <p><b><u>Badminton key vocabulary:</u></b></p> Anticipation Variation	<p><b><u>Cricket key terms:</u></b></p> Forward drive Pull shot Front foot Line and length Spin bowling Over Wide No ball Boundaries Stumping Officiating/umpiring Anticipation. <p><b><u>Cricket key vocabulary:</u></b></p> Anticipation	<p><b><u>Athletics key terms:</u></b></p> Warm up Cool down Leg drive Sprint Pacing Speed Take off Flight Landing Recovery Fatigue Lactic acid <p><b><u>Athletics key vocabulary:</u></b></p> Fatigue Recovery



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<p>Swivel Hips Half Twist Full Twist Somersault Turntable Roller Routine</p> <p><b><u>Trampolining key vocabulary:</u></b> Aesthetics Routine</p>	<p>Speed Recovery Fatigue Lactic acid</p> <p><b><u>Health related fitness key vocabulary:</u></b> Pace Fatigue Recovery</p>	<p>Push Service Slice Topspin Sidespin Angles Trajectory Forehand Backhand Smash Reaction time Coordination Officiating/umpiring Anticipation</p> <p><b><u>Table tennis key vocabulary:</u></b> Reaction time Anticipation Coordination</p>	<p>Tactics Adjustments</p>	<p><b><u>Rounders key terms:</u></b> Stance Batting square Post fielder Deep fielder Innings Backward hit No ball Bowling square Officiating/umpiring Anticipation</p> <p><b><u>Rounders key terms:</u></b> Anticipation Stance</p>	
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Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p><b><u>Netball</u></b> Physical Literacy Skills (Agility, Balance, Coordination, Speed, Movement with control), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p><b><u>Trampolining</u></b> Physical Literacy Skills (Aesthetics, Balance, Coordination, Motivation, Movement competence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p><b><u>Football</u></b> Physical Literacy Skills (Agility, Balance, Coordination, Motivation, Movement competence and confidence), Numeracy Skills (Percentages and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p><b><u>Health related fitness</u></b> Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility &amp; Core strength), Numeracy Skills (Measuring/Counting/Scoring,</p>	<p><b><u>Basketball</u></b> Physical Literacy Skills (Agility, Balance, Coordination, Motivation, Movement competence and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p><b><u>Table tennis</u></b> Physical Literacy Skills (Agility, Speed, Coordination, Reaction Time and body management skills), Numeracy Skills (Counting and Scoring),</p>	<p><b><u>Badminton</u></b> Physical Literacy Skills (Agility, Speed, Coordination, Reaction Time, Body management skills and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p><b><u>Cricket</u></b> Physical Literacy Skills (Balance, Timing, Speed, Coordination, Reaction Time and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p><b><u>Rounders</u></b> Physical Literacy Skills (Balance, Timing, Speed, Coordination, Reaction Time and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship),</p>	<p><b><u>Athletics</u></b> Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility &amp; Core strength), Numeracy Skills (measuring distances, collating data &amp; comparing recordings against other bests), Citizenship (sportsmanship &amp; cooperation), Computing (Use of ICT and digital skills)</p>



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	Recording heart rate values and making comparisons), Citizenship (sportsmanship), Computing (Use of ICT, Heart rate monitors and digital stills)	Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)		Computing (Video Recording and Analysing, use of ICT)	
SMSC		British Value		RSHE	
<ul style="list-style-type: none"> <li>✓ One of the biggest things we promote in sport is enjoyment; this partly achieved through students understanding their own strengths and using these in sport to gain an advantage. Also, through watching and appreciating the work of other students in school and the wider world. Students are encouraged to reflective on their own work in all PE lessons in order to promote skill acquisition. Students are encouraged to be creative in their sports performances and team strategies: whether this is playing a competitive match or performing a routine.</li> <li>✓ All lessons- reflecting on own performance and how it can be improved</li> <li>✓ All lessons- enjoying being part of a team and being creative</li> <li>✓ Students are taught the laws of the games they take part in and are expected to respect these whilst playing. They are also encouraged to take on the role of officials to actively reinforce the laws. Cheating and consequences are also explored.</li> <li>✓ All lessons- laws are taught and reinforced throughout</li> <li>✓ All students work in groups or as part of a whole team to promote social skills, such as communication, teamwork, leadership. They must learn to respect their teammates and the opposition; showing tolerance for the less able and how to make those individuals included. Students are taught the importance of sportsmanship and how to effectively resolve conflict. Students often volunteer to as sports leaders for primary festivals and other wide community events.</li> <li>✓ Sports Leaders- leading primary festivals for all abilities</li> <li>✓ All Lessons- social skills promoted</li> <li>✓ All lessons- British values the rule of law, respect and tolerance</li> </ul>		<p><b><u>Democracy</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils know how to behave in PE in a way that is acceptable socially.</li> <li>✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</li> <li>✓ Pupils can work individually and in teams and make informed choices.</li> <li>✓ Pupils are fully engaged in all lessons</li> <li>✓ The extra-curricular programme is inclusive and activities are well attended.</li> </ul> <p><b><u>The Rule of Law</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils can play within the rules in any activity.</li> <li>✓ Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.</li> <li>✓ Pupils adhere to and understand the rules of safety.</li> <li>✓ All pupils can solve problems on their own or with others.</li> <li>✓ Pupils demonstrate good social skills.</li> <li>✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition.</li> </ul> <p><b><u>Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils respect individual differences and are confident to express their opinions and respect others' views.</li> <li>✓ Pupils are able to make judgements about their own and others' performances.</li> <li>✓ Pupils feel safe in curricular and extracurricular activities and during off site visits.</li> <li>✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together</li> </ul>		<ul style="list-style-type: none"> <li>✓ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>✓ How and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>✓ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health</li> <li>✓ To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, pupils will develop secure foundations for movement. To do this, they will build on prior years adequate levels of fundamental movement skills (FMS)</li> </ul>	



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<ul style="list-style-type: none"> <li>✓ During Sports lesson the students are exposed to different activities from around the world and teachers draw students attention towards countries that perform on the world stage.</li> <li>✓ Extracurricular clubs allow students to play against students from diverse backgrounds to their own. By doing so students learn to accept and respect cultural differences.</li> <li>✓ Examples of athletes from different background to promote elite role models</li> </ul>	<p><b><u>Mutual respect and Tolerance</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils avoid stereotyping groups.</li> <li>✓ Pupils can articulate their own beliefs.</li> <li>✓ Pupils respect PE equipment and school buildings/facilities.</li> <li>✓ Pupils respect the countryside and venues during off site visits.</li> <li>✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.</li> <li>✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations</li> </ul>	
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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<p><b><u>Football</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Skills Development</b> <ul style="list-style-type: none"> <li>• <b>Dribbling:</b> Use larger or lighter balls for better control; practice in smaller, confined spaces.</li> <li>• <b>Passing:</b> Shorten distances; use larger targets; allow for rolling passes.</li> <li>• <b>Shooting:</b> Use larger goals; decrease the distance to the goal; provide visual aids to aim.</li> </ul> </li> <li>2. <b>Game Modifications</b> <ul style="list-style-type: none"> <li>• <b>Team Size:</b> Reduce / increase the number of players on each team.</li> <li>• <b>Field Size:</b> Use a smaller / bigger playing area.</li> <li>• <b>Rules:</b> Simplify rules; allow more time for decision-making.</li> </ul> </li> <li>3. <b>Equipment</b> <ul style="list-style-type: none"> <li>• <b>Adaptive Balls:</b> Use softer, lighter balls.</li> <li>• <b>Goals:</b> Use goals of different sizes to accommodate various skill levels.</li> </ul> </li> </ol>	<p><b><u>Badminton</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Skills Development</b> <ul style="list-style-type: none"> <li>• <b>Serving:</b> Practice with larger shuttlecocks; allow underhand serves.</li> <li>• <b>Rallying:</b> Use slower, larger shuttlecocks; reduce the size of the court.</li> </ul> </li> <li>2. <b>Game Modifications</b> <ul style="list-style-type: none"> <li>• <b>Court Size:</b> Smaller / bigger court dimensions.</li> <li>• <b>Rules:</b> Simplify scoring; allow multiple attempts for serves.</li> </ul> </li> <li>3. <b>Equipment</b> <ul style="list-style-type: none"> <li>• <b>Rackets:</b> Lightweight rackets with larger heads. Use of large, medium or small racket length</li> <li>• <b>Shuttlecocks:</b> Larger, slower shuttlecocks for easier tracking.</li> </ul> </li> </ol> <p><b>Basketball:</b></p> <ol style="list-style-type: none"> <li>1. <b>Skills Development</b></li> </ol>	<p><b><u>Cricket</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Skills Development</b> <ul style="list-style-type: none"> <li>• <b>Batting:</b> Use larger, lighter bats; practice with soft balls, tee based batting</li> <li>• <b>Bowling:</b> Allow underhand bowling; use shorter pitches.</li> </ul> </li> <li>2. <b>Game Modifications</b> <ul style="list-style-type: none"> <li>• <b>Team Size:</b> Smaller teams for easier management.</li> <li>• <b>Field Size:</b> Reduce the size of the playing area.</li> </ul> </li> <li>3. <b>Equipment</b> <ul style="list-style-type: none"> <li>• <b>Adaptive Balls:</b> Use softer, larger balls.</li> <li>• <b>Bats:</b> Lightweight bats with larger hitting surfaces.</li> </ul> </li> </ol> <p><b><u>Rounders</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Skills Development</b> <ul style="list-style-type: none"> <li>• <b>Batting:</b> Use larger bats and balls; allow tee-based batting.</li> <li>• <b>Throwing and Catching:</b> Practice with soft, lightweight balls.</li> </ul> </li> </ol>



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## Netball

### 1. Skills Development

- **Passing and Catching:** Use larger, softer balls; practice with close distances.
- **Shooting:** Lower the height of the net; use a larger target.

### 2. Game Modifications

- **Court Size:** Reduce / increase the size of the court.
- **Team Size:** Fewer / more players per team to reduce complexity.
- **Rules:** Allow modified rules such as more time to pass the ball.

### 3. Equipment

- **Adaptive Balls:** Use balls with better grip and visibility.
- **Hoops:** Adjustable height hoops to cater to different abilities.

## Trampolining

### 1. Skills Development

- **Basic Jumps:** Focus on basic jumps and balancing techniques.
- **Safety Techniques:** Teach proper landing and bouncing techniques.

### 2. Performance Modifications

- **Time on Trampoline:** Shorter, supervised sessions.
- **Assisted Jumps:** Provide physical support or harnesses / support strap for safety.

### 3. Equipment

- **Harnesses:** Use safety harnesses for additional support.
- **Padding:** Ensure adequate padding around the trampoline.
- **Use of throw in mats:** Ensure throw in mats are used where necessary

- **Dribbling:** Use larger or lighter balls to improve control and confidence.  
Practice dribbling in smaller, confined spaces to enhance agility and ball handling skills. Incorporate dribbling drills focusing on basic techniques and manoeuvres.
- **Passing:** Shorten passing distances to facilitate successful passes. Use larger targets or hoops to improve accuracy and confidence.  
Allow for rolling passes to accommodate varying skill levels and abilities.
- **Shooting:** Use larger hoops or targets to increase shooting success rates.  
Decrease the distance to the hoop to build shooting proficiency.  
Provide visual aids such as coloured markings or targets to aid aiming and technique.

### 2. Game Modifications

- **Team Size:** Reduce / increase the number of players on each team to ensure more playing time and involvement.  
Adjust team sizes based on available space and participant abilities.
- **Court Size:** Use a smaller playing area to promote closer interactions and increased engagement.  
Modify court dimensions to accommodate space limitations or specific needs.
- **Rules:** Simplify rules to ensure understanding and enjoyment for all participants.  
Allow more time for decision-making and execution of plays to accommodate varying skill levels.

### 3. Equipment

- **Adaptive Balls:** Use softer, lighter basketballs to promote safer and more comfortable play.

### 2. Game Modifications

- **Field Size:** Smaller playing fields.
- **Rules:** Simplify the rules; allow more time for running bases.

### 3. Equipment

- **Balls:** Use softer, larger balls.
- **Bats:** Lightweight bats with larger surfaces.

## Athletics

### 1. Skills Development

- **Running:** Shorten distances; incorporate visual and auditory cues.
- **Throwing:** Use lighter implements; provide clear, visual targets.
- **Jumping:** Use soft landing areas and mats

### 2. Event Modifications

- **Distances:** Shorter running tracks.
- **Equipment:** Adaptive implements for throwing events.

### 3. Equipment

- **Adaptive Devices:** Assistive devices for running and jumping.
- **Soft Mats:** Ensure soft landing areas for jumps.

## Softball

### 1. Skills Development

- **Batting:** Use larger, lighter bats; practice with tee-based hitting.
- **Throwing and Catching:** Use soft, lightweight balls.

### 2. Game Modifications

- **Field Size:** Reduce / increase the size of the field.
- **Rules:** Simplify rules; allow more time for running bases.

### 3. Equipment

- **Balls:** Use softer, larger balls.
- **Bats:** Lightweight bats with larger surfaces.



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### Health Related Fitness

#### 1. Activities

- **Cardiovascular Exercises:** Adapted aerobic exercises like seated/ walking aerobics.
- **Strength Training:** Use resistance bands or lightweight dumbbells.
- **Flexibility:** Incorporate gentle stretching exercises.

#### 2. Program Modifications

- **Intensity:** Adjust the intensity of workouts to suit individual capabilities.
- **Duration:** Shorter, more frequent exercises

#### 3. Equipment

- **Adaptive Equipment:** Resistance bands, stability balls, and lightweight soft dumbbells.

Offer balls of different sizes and textures to suit individual preferences and needs.

- **Hoops:** Use hoops of different heights or adjustable heights to accommodate various skill levels.  
Provide portable or adjustable hoops for flexibility in training and gameplay settings.

### Table Tennis

#### 1. Skills Development

- **Serving and Rallying:** Use larger balls; practice at slower speeds.
- **Coordination Drills:** Incorporate exercises to improve hand-eye coordination.

#### 2. Game Modifications

- **Table Size:** Smaller / larger tables or modified playing areas.
- **Rules:** Allow multiple bounces; simplify scoring.

#### 3. Equipment

- **Paddles:** Lightweight paddles with larger surface areas.
- **Balls:** Use larger, slower balls.



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## Adaptive Implementation Practices

This is a summary of the practices used throughout the curriculum.

The 'STEP' framework will be used where suitable in practical lessons  
(Space / Task / Time / Equipment / People)

### 1. Individualised Instruction

- Assessment of Abilities: Conduct initial assessments to understand each student's abilities and needs.
- Personalised goals: Set individual goals that are achievable for each student based on their physical capabilities.

### 2. Modifying Equipment

- Adaptive Equipment: Use specialized equipment such as lighter or larger balls, adjustable nets, or modified bats to accommodate different abilities.
- Assistive Devices where necessary: Provide equipment like walkers, wheelchairs, or prosthetics that aid in mobility and participation.

### 3. Differentiated Instruction

- Task Variation: Offer multiple variations of the same task to match different skill levels. For instance, varying the distance for a throwing activity.
- Flexible Grouping: Group students by skill level or create mixed-ability groups where students can support each other.

### 4. Environmental Adaptations

- Space Adjustment: Modify the playing area to be smaller or more confined for students with limited mobility.
- Safety Considerations: Ensure the environment is safe for all participants by removing hazards and providing soft surfaces where necessary.

### 5. Alternative Activities

- Activity Modification: Adapt traditional sports and activities to be more inclusive. For example, using a balloon instead of shuttlecock in Badminton
- Inclusive Games: Implement activities specifically designed to be inclusive

### 6. Use of Technology

- Video Modelling: Use video demonstrations to show proper technique and execution of activities.
- Feedback Tools: Use apps and devices that provide immediate feedback using the HHH assessment model on performance to help students improve.

### 7. Peer Support

- Buddy System: Pair students with a buddy who can assist and encourage them during activities.
- Peer Teaching: Encourage students to teach and help each other, fostering a supportive environment.

### 8. Instructional Strategies

- Clear Instructions: Provide clear, concise instructions and check for understanding. Use visual aids and demonstrations as needed.
- Positive Reinforcement and rewards: Use positive reinforcement and praise to motivate and build confidence in students.



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### 9. Inclusive Curriculum Design

- Universal Design for Learning (UDL): Design curriculum that considers the needs of all students from the start, incorporating multiple means of engagement, representation, and expression.
- Variety of Activities: Include a wide range of activities in the curriculum to cater to different interests and abilities.
- Additional extra curriculum clubs: Include extracurricular clubs that promote our curriculum and also offer further opportunities in some sports that may be more inclusive - boccia

### 10. Professional Development

- Ongoing Training: Ensure that PE teachers receive regular training on adaptive PE strategies and inclusive practices.
- Collaboration: Work with SENCO and staff who specialise in SEND needs to develop and implement effective adaptive PE programs and initiatives