



Long Term Mapping 2024 – 25

KS3 – Year 9 – 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 | |
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| <ul style="list-style-type: none">• Netball• Trampolining• Football• Health related fitness | | <ul style="list-style-type: none">• Basketball• Badminton• Table tennis | | <ul style="list-style-type: none">• Cricket• Athletics• Rounders | |
| 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">✓ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games✓ develop their technique and improve their performance in other competitive sports✓ challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group✓ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | | | | | |
| 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> |
| <u>Netball</u> <ul style="list-style-type: none">• To develop knowledge of possession and attack as a team• To develop knowledge of replication of advanced skills (Passing variations, Shooting techniques, dodging skills.)• To understand and know of how implement rules• To develop knowledge and understanding of a set play and recognise why these are used i.e scoring opportunities <u>Trampolining</u> | <u>Football</u> <ul style="list-style-type: none">• To further develop knowledge of possession and attack development• To develop knowledge of replication of advanced skills (Passing variations, Shooting with curl)• To develop knowledge of the implementation of rules• To develop knowledge and understanding of a set play and recognise why these are used i.e scoring opportunities <u>Health related fitness</u> <ul style="list-style-type: none">• To further develop | <u>Basketball</u> <ul style="list-style-type: none">• To know how to develop possession and attack as a team• To develop knowledge of how to apply advanced skills (Passing variations, Shooting techniques, use of dribble in tight spaces).• To know how to implement rules in game situations• To show knowledge and understanding of a set play and recognise why these | <u>Badminton</u> <ul style="list-style-type: none">• To know how to develop tactical use of clear and drop shot to beat opposition• To know how to replicate more advanced core skills (backhand flick/clear, serve variations & disguised drop shot) | <u>Cricket</u> <ul style="list-style-type: none">• To know how to further develop tactical play as a batter and bowler.• To know how to further develop more advanced core skills (Cut & pull/hook shot, Bowling medium pace and spin, general fielding) <u>Rounders</u> <ul style="list-style-type: none">• To know how to develop tactical play as a batter and bowler.• To develop knowledge of how to replicate more advanced core skills | <u>Athletics</u> <ul style="list-style-type: none">• To know how to replicate advanced athletic techniques & challenging physical limits• To know how to develop leadership and communication skills• To develop knowledge and understanding of warm up and heart/lung functioning.• To know how to evaluate personal targets, compare with normative data, and set goals. |



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| <ul style="list-style-type: none"> To develop knowledge of replication of core skills To understand the development of aesthetics, control, and body management skills To understand how to apply and develop sequences/movement patterns | <p>knowledge of the replication of movements to challenge physical limits</p> <ul style="list-style-type: none"> To develop knowledge of leadership and communication skills To know how to discuss a warm up and heart/lung functioning (breathing rate) when exercising | <p>are used i.e scoring opportunities</p> <p>Table tennis</p> <ul style="list-style-type: none"> To know how to develop game tactics based on opposition's strengths/weaknesses To know how to develop advanced skills (topspin/ backspin / slice/ drive) To further understand knowledge of game rules and effective team work | | <p>(Batting with direction, Bowling with different aim and spin, general fielding skills)</p> | |
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| HO Knowledge | | HO Knowledge | | HO Knowledge | |
| <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>Netball</p> <ul style="list-style-type: none"> ❖ Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games. This application is done with speed and precision. Form game plans in a range of situations, making a significant contribution to team's effectiveness. Identifies space for themselves and others and uses this to advance the team. ❖ Identify the type of core | <p>Football</p> <ul style="list-style-type: none"> ❖ Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games played with speed and precision. Forms game plans in a range of situations, making a significant contribution to team's effectiveness. Identifies space for themselves and others and uses this to advance the team. ❖ Identify the type of core skills needed and perform these fluently and quickly | <p>Basketball</p> <ul style="list-style-type: none"> ❖ Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games. This application is done with speed and precision. Forms game plans in a range of situations, making a significant contribution to team's effectiveness. Identifies space for themselves and others and uses this to advance the team. ❖ Identify the type of core skills needed and perform | <p>Badminton</p> <ul style="list-style-type: none"> ❖ Demonstrate a wide range of more advanced core skills, applying them efficiently and effectively in games. This application is done with speed and precision. Forms game plans in a range of situations using short and longer shots. ❖ Use more advanced variations of these skills are attempted and makes a significant impact on the games played. Rarely makes mistakes when | <p>Cricket</p> <ul style="list-style-type: none"> ❖ Has the ability to be an influence within a game and can respond to change effectively. Will outwit opposition with ease as a bowler and batter. ❖ Perform and replicate techniques to a high level showing control, accuracy and timing. Use more advanced variations of these skills are attempted and makes a significant impact on the games played | <p>Athletics</p> <ul style="list-style-type: none"> ❖ Can perform and replicate skills to a high level showing clear knowledge of the techniques necessary to complete runs, jumps & throws. Has the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue. ❖ Displays confidence when talking to individuals/small groups |



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| <p>skills 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. Rarely makes mistakes when performing skills</p> <ul style="list-style-type: none"> ❖ Help to create suitable set plays for different areas of the court. Make speedy decisions when facing an opposition and can use a range of core skills effectively to present goal scoring opportunities. Understands rules fully and make others aware of them too. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved. <p>Trampolining</p> <ul style="list-style-type: none"> ❖ Able to accurately replicate a range of techniques, skills and apply them in a small sequence. Shows consistent good height on each bounce, good | <p>even under pressure. More advanced variations of these skills are attempted and make a significant impact on the games played.</p> <ul style="list-style-type: none"> ❖ Help to create suitable set plays from different areas. Make speedy decisions when facing an opposition and can use a range of core skills effectively to present goal scoring opportunities. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved. <p>Health related fitness</p> <ul style="list-style-type: none"> ❖ 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 ❖ Displays confidence when talking to small groups and often demonstrates activities for others to follow. ❖ Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate, respiratory and cardiovascular system is | <p>these fluently and quickly even under pressure. More advanced variations of these skills are attempted and makes a significant impact on the games played. Rarely makes mistakes when performing skills.</p> <ul style="list-style-type: none"> ❖ Help to create suitable set plays from different areas. Make speedy decisions when facing an opposition and can use a range of core skills effectively to present goal scoring opportunities. Understands rules fully and make others aware of the too. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved. <p>Table tennis</p> <ul style="list-style-type: none"> ❖ Able to create plans to improve performance based on information about opponents preferred shot selection. Shots are then direct away from these areas and controlled rallies. ❖ Identify the type of core | <p>performing skills. Control of the shuttle is consistent, and serves are difficult to return.</p> <ul style="list-style-type: none"> ❖ Show a very good understanding of the self assessment process and make sound judgments of others' performances. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. | <ul style="list-style-type: none"> ❖ Analyses their own opponent's skills using sound technical knowledge, and plan ways to improve team performance. Show a very good understanding of the self assessment process and make sound judgments of own performance. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. <p>Rounders</p> <ul style="list-style-type: none"> ❖ Has the ability to be an influence within a game and can respond to change effectively. Will outwit opposition with ease as a bowler and batter. ❖ Perform and replicate techniques to a high level showing control, accuracy and timing. Use more advanced variations of these skills are attempted and makes a significant impact on the games played. | <p>and often demonstrates activities for others to follow. Able to create plans to improve performance and create drills to develop athletics skills.</p> <ul style="list-style-type: none"> ❖ Shows a clear understanding of why fitness activities are good for healthy active lifestyles. Knowledge of heart rate, respiratory and cardiovascular system is sound and can link exercise and recovery to adaptations that take place. ❖ Can work independently on own training programme and monitor own performance. Evaluates performance and can see how skill, tactics, strategies and fitness affect overall effectiveness. |
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| <p>technique, clarity of shape and fluency to next skill. Ability to perform drops (seat, front and back) and rotational movements i.e. front somersault.</p> <ul style="list-style-type: none"> ❖ 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 good body control. Extension of arms and legs is evident. ❖ 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. ❖ 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. | <p>sound and can link exercise and recovery to adaptations that take place.</p> <ul style="list-style-type: none"> ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved. | <p>skills 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. Rarely makes mistakes when performing skills.</p> <ul style="list-style-type: none"> ❖ Teamwork and cooperation is effective and results in winning rallies. Show a good understanding of doubles game rules and rarely makes errors. Can score a game fairly and actively. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Identify the aspects of a good team performance, recognise weaknesses and suggest how this could be improved. | | <ul style="list-style-type: none"> ❖ Analyses their own opponent's skills using sound technical knowledge, and plan ways to improve team performance. Show a very good understanding of the self assessment process and make sound judgments of own performance. ❖ Show a deeper understanding of tactics and reflect on the effectiveness of these after execution. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. | |
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| Composite Skills | | Composite Skills | | Composite Skills | |
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| <i>Advent 1</i> | <i>Advent 2</i> | <i>Lent 1</i> | <i>Lent 2</i> | <i>Pentecost 1</i> | <i>Pentecost 2</i> |
| Netball <ul style="list-style-type: none"> ➤ Take part in competitive games, replicating a number of core skills with some consistency | Football <ul style="list-style-type: none"> ➤ Play the games, replicating a sound range of specific techniques consistently and effectively with | Basketball <ul style="list-style-type: none"> ➤ Take part in competitive games, replicating a number of core skills with some | Badminton <ul style="list-style-type: none"> ➤ Take part in competitive games, replicating a number of core skills with some effectiveness. | Cricket <ul style="list-style-type: none"> ➤ Take part in competitive games, replicating a number of core skills with some effectiveness. Usually reacts | Athletics <ul style="list-style-type: none"> ➤ Observe and copy basic athletic techniques but will tire easily. Has reasonable success |



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| <p>and effectiveness. Speed of movement in the team is developing.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt passing and shooting variations. ➤ Recognise basic rules during conditioned games ➤ Recognise a need for strategies and creative thinking and can add to a group discussion ➤ Developing Reflective learners/Creative thinkers/Self manager ➤ Development of peer/self-assessment <p><u>Trampolining</u></p> <ul style="list-style-type: none"> ➤ Can accurately replicate basic shapes and turns with some control and varied aesthetics. Perform basic drop movements in isolation. ➤ 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. ➤ Will be able to combine moves into a short | <p>reasonable speed and precision.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt passing and shot variations. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. ➤ Developing Reflective learners/Creative thinkers/Self managers <p><u>Health related fitness</u></p> <ul style="list-style-type: none"> ➤ Observe and copy basic fitness techniques but will tire easily. Has reasonable success across all fitness disciplines but will find sustained physical activity a challenge. ➤ Can lead a partner through basic warm up exercises but can lack confidence and clarity of communication. ➤ 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. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. | <p>consistency and effectiveness. Speed of movement in the team is developing.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt passing and shot variations. ➤ Recognise basic rules during conditioned games ➤ Recognise a need for strategies and creative thinking and can add to a group discussion ➤ Developing Reflective learners/Creative thinkers/Self managers <p><u>Table tennis</u></p> <ul style="list-style-type: none"> ➤ Notice areas of an opposition's game that is strong but is unable to regularly exploit weaknesses due to a need for improved fundamentals. Uses basic tactics in competitive games. ➤ Use simple techniques in situations with limited pressure and will attempt passing and shot variations ➤ Recognise and adopt table tennis rules during conditioned | <p>Usually reacts to the shuttle once hit by opposition and can struggle to execute clear and drop shot combinations.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt more advanced variations. Preparation for these shots can lack fluency which can make it difficult to maintain a rally. ➤ Recognises differences between performances and can highlight core skills that are strengths and those that could be improved. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. Often notices errors after rally is completed and adjusts accordingly. ➤ Develop peer and self-assessment ➤ Developing Reflective learners/Creative thinkers/Self managers | <p>late to the ball delivery with the ball often hitting the bat uncontrollably.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt more advanced variations. Preparation for these shots can lack fluency which can make it difficult to play deliberate shots in intended areas ➤ Evaluate performances of self and others using correct terminology. Will state the differences between performances and can highlight core skills that are strengths and those that could be improved. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. Often notices errors after shots are played and adjusts accordingly. ➤ Develop peer and self-assessment ➤ Developing Reflective learners/Creative thinkers/Self managers <p><u>Rounders</u></p> <ul style="list-style-type: none"> ➤ Take part in competitive games, replicating a number of core skills with some effectiveness. Usually reacts late to the ball delivery with | <p>across all athletic disciplines but will find sustained physical activity a challenge.</p> <ul style="list-style-type: none"> ➤ Can lead a partner through basic warm up exercises and simple versions of athletic techniques but can lack confidence and clarity of communication ➤ 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. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. ➤ Developing Reflective learners/Creative thinkers/Self manager |
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| <p>sequence. Combine small movement patterns together regularly repeating these. Cannot perform longer routines.</p> <ul style="list-style-type: none"> ➤ Can see the difference between their performances and others and use this knowledge to improve. Displays some knowledge of the terminology used. | | <p>games. Scoring is usually correct. Teamwork is evident but not always successful.</p> <ul style="list-style-type: none"> ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. ➤ Developing Reflective learners/Creative thinkers/Self manager | | <p>the ball often hitting the bat with less control.</p> <ul style="list-style-type: none"> ➤ Use simple techniques in situations with limited pressure and will attempt more advanced variations. Preparation for these shots can lack fluency which can make it difficult to play deliberate shots towards intended areas. ➤ Evaluate performances of self and others using correct terminology. Will state the differences between performances and can highlight core skills that are strengths and those that could be improved. ➤ Recognise a need for strategies and creative thinking and can add to a group discussion. Often notices errors after shots are played and adjusts accordingly. ➤ Develop peer and self assessment ➤ Developing Reflective learners/Creative thinkers/Self managers | |
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| Final composition/ Deliberate Practice | | Final composition/ Deliberate Practice | | Final composition/ Deliberate Practice | |
|--|-----------------|--|---------------|--|--------------------|
| <i>Advent 1</i> | <i>Advent 2</i> | <i>Lent 1</i> | <i>Lent 2</i> | <i>Pentecost 1</i> | <i>Pentecost 2</i> |



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| O Skills in isolation assessment o Full context game assessment | o Skills in isolation assessment o Full context game assessment | O Skills in isolation assessment o Full context game assessment | o Skills in isolation assessment o Full context game assessment | O Skills in isolation assessment o Full context game assessment | o Skills in isolation assessment o Full context game assessment |
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| Assessment/s (Formative and Summative) | | | Assessment/s (Formative and Summative) | | |
| | 1A (Sept/Oct) | 1B (Nov/Dec) | | 2A (Jan/Feb) | 2B (March) |
| 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) |
| 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 |
| Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets) | W/C 10 th October | W/C 5 th 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 th March |
| Feedback | W/C 17 th October | W/C 12 th December | Feedback | W/C 13 th February | W/C 27 th March |
| *See assessment booklet* | | | *See assessment booklet* | | |
| Assessment/s (Formative and Summative) | | | Assessment/s (Formative and Summative) | | |
| | 3A (April/May) | 3B (June) | | 3A (April/May) | 3B (June) |
| Term Dates | 17.04.23 - 26.05.23 (5 weeks) | 05.06.23 - 16.06.23 (2 weeks) | Term Dates | 17.04.23 - 26.05.23 (5 weeks) | 05.06.23 - 16.06.23 (2 weeks) |
| Curriculum Content (ongoing formative assessment) | 17.04.23 - 12.05.23 | W/C 5 th June | Curriculum Content (ongoing formative assessment) | 17.04.23 - 12.05.23 | W/C 5 th June |
| Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets) | W/C 15 th May | W/C 5 th June | Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets) | W/C 15 th May | W/C 5 th June |
| Feedback | W/C 22 nd May | W/C 12 th June | Feedback | W/C 22 nd May | W/C 12 th June |
| *See assessment booklet* | | | *See assessment booklet* | | |

| Key Terms | | Key Terms | | Key Terms | |
|---|---|---|---|--|--|
| Advent 1 | Advent 2 | Lent 1 | Lent 2 | Term 1 | Term 2 |
| Netball key terms: Footwork Repossession Dodging Intercepting Marking Covering | Football key terms: Jockey Overlap Heading/Offensive/Defensive Starts Restarts Set plays | Basketball key terms: Movement to create space Fade Fake/Deceive Cut to the hoop/key Outside hand | Badminton key terms: Body positioning Service angle Flight of shuttle Angles Forehand Backhand | Cricket key terms: Forward drive Pull Hook Front foot | Athletics key terms: Warm up Cool down Leg drive Sprint Pacing |



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| <p>Delaying Positional names and areas Umpire calls Held ball Over a third, Out of court Contact Obstruction Toss up Holding space</p> <p><u>Trampolining key terms:</u></p> <p>Aesthetics Flight Tuck Straddle Pike Seat drop Front drop Back drop Swivel hips ½ twist Full twist Somersault Turntable Roller Routine Cradle</p> <p><u>Trampolining key vocabulary:</u></p> <p>Aesthetics Routine</p> | <p>Team strategy Preparation Recovery Fitness Exercise Activity Leading Outwitting an opponent Countering a play</p> <p><u>Football key vocabulary</u></p> <p>Exercise Activity</p> <p><u>Health related fitness key terms:</u></p> <p>Warm up Heart rate Cool down Dynamic Stretching Pace Speed Recovery Fatigue Lactic acid</p> <p><u>Health related fitness key vocabulary:</u></p> <p>Pace Fatigue Recovery</p> | <p>Principles of attack and defence changing speed and direction, Marking (Man-man, zonal, half court press) Triple threat Fast break Building play Defensive shape Screen Dodge Pivot</p> <p><u>Table tennis key terms:</u></p> <p>Push Service Slice Topspin Sidespin Angles Trajectory Forehand Backhand Smash Reaction time Coordination Officiating/umpiring Anticipation</p> <p><u>Table tennis key vocabulary:</u></p> <p>Coordination Reaction time Anticipation</p> | <p>Smash Overhead Drop shot Tactics Game plan Officiating/umpiring Adjustments Variations Anticipation</p> <p><u>Badminton key vocabulary</u></p> <p>Anticipation Variations Adjustments Pivot Tactics</p> | <p>Back foot Line and length Spin bowling Over Wide No ball Boundaries Stumping LBW Officiating/umpiring Anticipation</p> <p><u>Athletics key vocabulary:</u></p> <p>Anticipation</p> <p><u>Rounders key terms:</u></p> <p>Stance Batting square Post fielder Deep fielder Innings Backward hit No ball Bowling square Officiating/umpiring Anticipation</p> <p><u>Rounders key terms:</u></p> <p>Anticipation</p> | <p>Speed Take off Flight Landing Recovery Fatigue Lactic acid</p> <p><u>Athletics key vocabulary:</u></p> <p>Fatigue Recovery</p> |
| Literacy/ Numeracy/ Cross-Curricular Links | | Literacy/ Numeracy/ Cross-Curricular Links | | Literacy/ Numeracy/ Cross-Curricular Links | |



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| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
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| <p>Netball Physical Literacy Skills (Agility, Balance, Coordination, Speed, Strength and control), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Trampolining 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>Football Physical Literacy Skills (Developing football fundamentals, Agility, Coordination, Speed and Confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Health related fitness Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (Measuring/Counting/Scoring, Recording heart rate values and making comparisons), Citizenship (sportsmanship), Computing (Use of ICT, Heart rate monitors and digital skills)</p> | <p>Basketball 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>Table tennis Physical Literacy Skills (Agility, Speed, Coordination, Reaction Time and body management skills), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> | <p>Badminton Physical Literacy Skills (Agility, Speed, Coordination, Reaction Time and confidence in ability), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> | <p>Cricket 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>Rounders 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>Athletics Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital skills)</p> |
| SMSC | | British Value | | RSHE | |
| <p>✓ 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.</p> <p>✓ All lessons- reflecting on own performance and how it can be improved</p> <p>✓ All lessons- enjoying being part of a team and being creative</p> | | <p>Democracy</p> <p>✓ Pupils know how to behave in PE in a way that is acceptable socially.</p> <p>✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</p> <p>✓ Pupils can work individually and in teams and make informed choices.</p> <p>✓ Pupils are fully engaged in all lessons</p> <p>✓ The extra-curricular programme is inclusive and activities are well attended.</p> <p>The Rule of Law</p> <p>✓ Pupils can play within the rules in any activity.</p> | | <p>✓ 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</p> <p>✓ How and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p> <p>✓ 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</p> | |



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| <ul style="list-style-type: none">✓ 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.✓ All lessons- laws are taught and reinforced throughout✓ 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.✓ Sports Leaders- leading primary festivals for all abilities✓ All Lessons- social skills promoted✓ All lessons- British values the rule of law, respect and tolerance✓ 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.✓ 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.✓ Examples of athletes from different background to promote elite role models | <ul style="list-style-type: none">✓ Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.✓ Pupils adhere to and understand the rules of safety.✓ All pupils can solve problems on their own or with others.✓ Pupils demonstrate good social skills.✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none">✓ Pupils respect individual differences and are confident to express their opinions and respect others' views.✓ Pupils are able to make judgements about their own and others' performances.✓ Pupils feel safe in curricular and extracurricular activities and during off site visits.✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together <p><u>Mutual respect and Tolerance</u></p> <ul style="list-style-type: none">✓ Pupils avoid stereotyping groups.✓ Pupils can articulate their own beliefs.✓ Pupils respect PE equipment and school buildings/facilities.✓ Pupils respect the countryside and venues during off site visits.✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations | <ul style="list-style-type: none">✓ 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) |
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| Adaptive Curriculum Content | Adaptive Curriculum Content | Adaptive Curriculum Content |
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| Football <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">Dribbling: Use larger or lighter balls for better control; practice in smaller, confined spaces.Passing: Shorten distances; use larger targets; allow for rolling passes.Shooting: Use larger goals; decrease the distance to the goal; provide visual aids to aim.Game Modifications<ul style="list-style-type: none">Team Size: Reduce / increase the number of players on each team.Field Size: Use a smaller / bigger playing area.Rules: Simplify rules; allow more time for decision-making.Equipment<ul style="list-style-type: none">Adaptive Balls: Use softer, lighter balls.Goals: Use goals of different sizes to accommodate various skill levels. | Badminton <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">Serving: Practice with larger shuttlecocks; allow underhand serves.Rallying: Use slower, larger shuttlecocks; reduce the size of the court.Game Modifications<ul style="list-style-type: none">Court Size: Smaller / bigger court dimensions.Rules: Simplify scoring; allow multiple attempts for serves.Equipment<ul style="list-style-type: none">Rackets: Lightweight rackets with larger heads. Use of large, medium or small racket lengthShuttlecocks: Larger, slower shuttlecocks for easier tracking. Basketball: <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">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. | Cricket <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">Batting: Use larger, lighter bats; practice with soft balls, tee based battingBowling: Allow underhand bowling; use shorter pitches.Game Modifications<ul style="list-style-type: none">Team Size: Smaller teams for easier management.Field Size: Reduce the size of the playing area.Equipment<ul style="list-style-type: none">Adaptive Balls: Use softer, larger balls.Bats: Lightweight bats with larger hitting surfaces. Rounders <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">Batting: Use larger bats and balls; allow tee-based batting.Throwing and Catching: Practice with soft, lightweight balls.Game Modifications<ul style="list-style-type: none">Field Size: Smaller playing fields.Rules: Simplify the rules; allow more time for running bases.Equipment<ul style="list-style-type: none">Balls: Use softer, larger balls.Bats: Lightweight bats with larger surfaces. Athletics <ol style="list-style-type: none">Skills Development<ul style="list-style-type: none">Running: Shorten distances; incorporate visual and auditory cues.Throwing: Use lighter implements; provide clear, visual targets.Jumping: Use soft landing areas and matsEvent Modifications<ul style="list-style-type: none">Distances: Shorter running tracks. |



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| <ul style="list-style-type: none">• Hoops: Adjustable height hoops to cater to different abilities. <p><u>Trampolining</u></p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Basic Jumps: Focus on basic jumps and balancing techniques.• Safety Techniques: Teach proper landing and bouncing techniques.2. Performance Modifications<ul style="list-style-type: none">• Time on Trampoline: Shorter, supervised sessions.• Assisted Jumps: Provide physical support or harnesses / support strap for safety.3. Equipment<ul style="list-style-type: none">• 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 <p><u>Health Related Fitness</u></p> <ol style="list-style-type: none">1. Activities<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• Intensity: Adjust the intensity of workouts to suit individual capabilities.• Duration: Shorter, more frequent exercises3. Equipment<ul style="list-style-type: none">• Adaptive Equipment: Resistance bands, stability balls, and lightweight soft dumbbells. | <ol style="list-style-type: none">2. Game Modifications<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• Adaptive Balls: Use softer, lighter basketballs to promote safer and more comfortable play. 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. <p><u>Table Tennis</u></p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Serving and Rallying: Use larger balls; practice at slower speeds.• Coordination Drills: Incorporate exercises to improve hand-eye coordination.2. Game Modifications<ul style="list-style-type: none">• Table Size: Smaller / larger tables or modified playing areas.• Rules: Allow multiple bounces; simplify scoring.3. Equipment | <ul style="list-style-type: none">• Equipment: Adaptive implements for throwing events. <ol style="list-style-type: none">3. Equipment<ul style="list-style-type: none">• Adaptive Devices: Assistive devices for running and jumping.• Soft Mats: Ensure soft landing areas for jumps. <p><u>Softball</u></p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Batting: Use larger, lighter bats; practice with tee-based hitting.• Throwing and Catching: Use soft, lightweight balls.2. Game Modifications<ul style="list-style-type: none">• Field Size: Reduce / increase the size of the field.• Rules: Simplify rules; allow more time for running bases.3. Equipment<ul style="list-style-type: none">• Balls: Use softer, larger balls.• Bats: Lightweight bats with larger surfaces. |
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- **Paddles:** Lightweight paddles with larger surface areas.
- **Balls:** Use larger, slower balls.

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



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- 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.

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