

## ATLP- PE Curriculum Long Term Plan

Physical activities across the curriculum have been classified as follows:

1. Invasion (football, rugby, basketball, netball, handball)
2. Co-ordination (badminton, volleyball, tennis, table tennis, softball, rounders, cricket)
3. Fitness – Athletics, gym, Health fitness & well-being classes, Yoga
4. Outdoor activities- Orienteering, leadership, team building, sport education
5. Creative- trampolining, gymnastics, dance
6. Swimming

The sequencing of the curriculum is to promote the development of competence alongside the exposure to a broad range of physical activities. The key concepts are developed progressively with **competitive sports and activities** being an integral feature, where there will be planned opportunities for students to experience competition either modified or full. Half termly and across the MAT there will be further planned competitive activities.

The ability to be **physically active** for sustained periods of time is a planned feature of all lessons and the promotion of health and fitness runs and progresses across the curriculum through a variety of activities.

A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. A further distinction can be made with links between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

By the end of their education, a student of PE at JWS will:

- have developed a secure foundation of fundamental movement skills which allow students to apply basic principles to a range of sports.
- know the physical, mental, and social benefits of lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle.
- have developed fundamental knowledge in a wide range of sports including the core skills required and tactical and decision-making skills which will allow them to make informed choices about future participation.
- have, if they continue their study to examination PE at key stage 4, developed their knowledge in a wide range of sporting contexts outside of performing including understanding how the body works and its response to exercise, sports psychology and diet.

Assessment takes place on a half-termly basis and is an ever-evolving process within the department as both staff and student's understanding of different strands within assessment develops. The assessments currently fall under three strands;

**Hands** (Physical)- Health and fitness Students will engage in activities from across the curriculum to develop their physical literacy

**Head** (Mental)- Students will have the opportunity to explore cognitive domain mind-set activities such as yoga

**Heart** (Social)- Students will learn to organise and lead their own activities across a range of activities

**N.B.** The requirements to participate in outdoor and adventurous activities, swimming and water safety are acknowledged and each setting are to incorporate into their localised context.

\* the following amendments have been enforced to the curriculum due to teaching space available/lack of equipment for delivery. Some areas are lost at certain times of a year, as a result of examinations taking place. Therefore, the curriculum has been altered accordingly to accommodate this.

	Autumn		Spring		Summer	
Year 10 & 11	Strategies to overcome opponents in direct competition.  <u>Application:</u> <b>INVASION</b>  (football, rugby, basketball, netball, handball)	Healthy active lifestyles to develop confidence and expertise.  <u>Application:</u> <b>OUTDOOR ACTIVITIES</b>  (Orienteering, leadership, team building, sport education model applied through a range of summer sports)	Strategies to overcome opponents and direct competition.  <u>Application:</u> <b>CO-ORDINATION</b> (possible activities – table tennis and badminton)	Strategies to overcome opponents and direct competition.  <u>Application:</u> <b>INVASION</b>  (different invasion sport to be selected by teacher from Autumn term to provide depth & breadth required)	Competent, confident and expert in their technique  <u>Application:</u> <b>FITNESS</b>  (to include fitness testing, Athletics, Health fitness & well-being classes, Strength & conditioning, Yoga)	Strategies to overcome opponents and direct competition.  <u>Application:</u> <b>CO-ORDINATION</b>  (possible activities – rounders, cricket, softball and / or tennis)

	<p>Fitness: Different sports require different components of fitness to be developed in order to improve athletic performance. Which ones are most important to the sport &amp; role you are currently undertaking in PE?</p> <p>Health: True or False? Individuals who have a high level of fitness are always healthy.</p>
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	Autumn		Spring		Summer	
Year 9	<p>Strategies to overcome opponents in direct competition.</p> <p><u>Application:</u> <b>INVASION</b></p>	<p>Healthy active lifestyles to develop confidence and expertise.</p> <p><u>Application:</u> <b>FITNESS / OAA</b></p> <p>(to include fitness testing)</p>	<p>Strategies to overcome opponents and direct competition.</p> <p><u>Application:</u> <b>CO-ORDINATION</b></p> <p>(possible activities – table tennis and badminton)</p>	<p>Strategies to overcome opponents and direct competition.</p> <p><u>Application:</u> <b>INVASION</b></p> <p>(another INVASION sport)</p>	<p>Competent, confident and expert in their technique</p> <p><u>Application:</u> <b>FITNESS</b></p> <p>Sport education through athletics</p>	<p>Strategies to overcome opponents and direct competition.</p> <p><u>Application:</u> <b>CO-ORDINATION</b></p> <p>(possible activities – rounders, cricket, softball and / or tennis)</p>
	<p>Fitness: What are the principles of training and what methods use these?</p> <p>Health: How can exercise help my well-being?</p>					
Year 8	<p>Attacking and defending strategies and tactics.</p> <p><u>Application:</u> <b>INVASION</b></p>	<p>Develop techniques and improve performance.</p> <p><u>Application:</u> <b>FITNESS</b></p>	<p>Attacking and defending strategies and tactics.</p> <p><u>Application:</u> <b>CO-ORDINATION</b></p>	<p>Attacking and defending strategies and tactics.</p> <p><u>Application:</u> <b>INVASION</b></p>	<p>Analyse their performance and demonstrate improvement to achieve personal best.</p> <p><u>Application:</u> <b>FITNESS</b></p>	<p>Attacking and defending strategies and tactics.</p> <p><u>Application:</u> <b>CO-ORDINATION</b></p>

	(to include fitness testing)	Gymnastics – with a focus on vaulting and travel	(possible activities – table tennis and badminton)	(another invasion sport)	Athletics  <b>ATLP Sports Day</b>	(possible activities – rounders, cricket, softball and / or tennis)
Fitness: How does my body work? How can I train it? Health: How can I used sport to my advantage?						
Year 7	Using space effectively by using a range of tactics and strategies.  <u>Application:</u> <b>INVASION</b> (to include fitness testing)	Creation of a dance (with a focus on relationships)  <u>Application:</u> <b>DANCE</b> (possibly topical / themed to cultures)	Co-ordination in individual games (including using space effectively).  <u>Application:</u> <b>CO-ORDINATION</b> (possible – table tennis, badminton)	Using space effectively by using a range of tactics and strategies.  <u>Application:</u> <b>INVASION</b> (another invasion sport)	Develop techniques and improve performance  <u>Application:</u> <b>FITNESS</b> Athletics  <b>ATLP Sports Day</b>	Using space effectively by using a range of tactics and strategies.  <u>Application:</u> <b>CO-ORDINATION</b> (possible activities – rounders, cricket, softball and / or tennis)
Fitness: How fit am I? How can I improve my fitness? Health: What lifestyle factors can I control?						
Year 6	Comparing performance demonstrating improvement to achieve personal best  <u>Application:</u> <b>FITNESS</b> baseline assessment Gymnastics – demonstrating	Combination of running, throwing, jumping and catching.  <u>Application:</u> <b>INVASION</b> Rules within games	Creation of dynamic dance actions through communication and collaborative work  <u>Application:</u> <b>DANCE</b> Possibly linked to a topic or theme.	Competitive games including communicating collaborating and competing.  <u>Application:</u> <b>INVASION</b> range of games	Comparing performance and demonstrating improvements  <u>Application:</u> <b>FITNESS</b> Athletics (specific events)	Co-ordination of throwing, catching, technique and control.  <u>Application:</u> <b>CO-ORDINATION</b> competitive games (rounders, tennis and/or cricket)

	techniques (travel, turn, safety balances)		Possibly a group dance.			
	Fitness: What would happen if I don't stick to a balanced diet? Health: What lifestyle factors can I control?					
Year 5	Comparing performance and demonstrating improvement to achieve personal best.  <u>Application:</u> <b>FITNESS</b> – baseline assessment Gymnastics – demonstrating techniques (travel, turn and safety balances)	Combination of running, throwing, jumping and catching.  <u>Application:</u> <b>INVASION</b> – rules within games and positions	Creation of a dynamic dance with actions.  <u>Application:</u> <b>DANCE</b> – possibly linked to a theme/topic	Communicating and developing broader skills of officiating and leading.  <u>Application:</u> <b>INVASION</b> (different sport)	Comparing performance and demonstrating improvements  <u>Application:</u> <b>FITNESS</b> Athletics (specific events)	Co-ordination – throwing, catching, techniques and control.  <u>Application:</u> <b>CO-ORDINATION</b> – Simple tactics for attacking and defence
	Fitness: What is a balanced diet? What should I eat daily? Health: How can I be body confident?					
Year 4	Strength, technique and control  <u>Application:</u>	Range of movement and patterns (with a focus on emotions and different levels)  <u>Application:</u> <b>DANCE</b>	Control of the body using apparatus (with a focus on balance and co-ordination)  <u>Application:</u> <b>CO-ORDINATION</b>	Running, jumping, throwing, catching, defending and attacking  <u>Application:</u> <b>INVASION</b>	Comparing performance and demonstrating improvement to achieve personal best  <u>Application:</u> <b>FITNESS</b>	Co-ordination, control, techniques, throwing and catching  <u>Application:</u> <b>CO-ORDINATION</b>

	<b>FITNESS</b> – baseline assessment	(with a performance)	Gymnastics	(Different sport to year 3)	Athletics (different distances)	Modified competitive games – cricket, rounders and/or tennis
	Fitness: How do I feel after exercise? Health: How could I be more active?					
Year 3	Baseline fitness and develop through chosen sport  <u>Application:</u> <b>FITNESS</b> Cross country / daily mile	Range of movements and patterns (whole school themed)  <u>Application:</u> <b>DANCE</b> (with performance)	Control of the body (with a focus on travel)  <u>Application:</u> <b>CO-ORDINATION</b> Gymnastics	Running, jumping, throwing, catching, defending and attacking  <u>Application:</u> <b>INVASION</b> Sport specific focus	Comparing performance and demonstrating improvement to achieve personal best  <u>Application:</u> <b>FITNESS</b> Athletics	Co-ordination: control, technique, throwing and catching  <u>Application:</u> <b>CO-ORDINATION</b> (with competitive games)
	Fitness: What are the benefits of exercise? Why do we need to be active? Health: Why is it important to drink water?					
Year 2	Balance and co-ordination  <u>Application:</u> <b>CO-ORDINATION</b> Gymnastics - routines	Running, jumping, throwing and catching  <u>Application:</u> <b>INVASION</b> Sport specific focus (rugby or football)	Dance – linked to a topic within another subject  <u>Application:</u> <b>DANCE and CO-ORDINATION</b> With performance	Simple tactics: attacking and defending with competition  <u>Application:</u> <b>INVASION</b> (a different sport from autumn 2)	Running, jumping and throwing  <b>ATLP COMPETITION</b>  <u>Application:</u> <b>FITNESS</b> Athletics: competitive about self and against each other	Co-ordination  <u>Application:</u> <b>CO-ORDINATION</b> Sport specific: cricket, rounders, tennis

	Fitness and Health: What happens to my body during exercise?					
Year 1	<p>Balance and coordination</p> <p><u>Application:</u> <b>FITNESS</b> Gymnastics / apparatus</p>	<p>Running, jumping, throwing and catching</p> <p><u>Application:</u> <b>INVASION and COOPERATIVE</b> Target games (not sport specific)</p>	<p>Dance – movement and coordination (linked to a story)</p> <p><u>Application:</u> <b>DANCE</b> – sequence of movement (starting and end positions) with simple competitive</p>	<p>Simple tactics (attacking and defending) with agility</p> <p><u>Application:</u> <b>COORDINATION</b> Targeted games (multi-sport) with some competition</p>	<p>Running, jumping and throwing</p> <p><u>Application:</u> <b>FITNESS</b> Athletics</p>	<p>Hand eye co-ordination</p> <p><u>Application:</u> <b>CO-ORDINATION</b> Tennis / cricket / dodgeball</p>
	Fitness and Health: How does movement make you feel?					