



## **Core Aim**

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

## **Curriculum Vision**

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

## **Curriculum Plans & Progress Ladders**

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

<b>Transition</b>	<b>Invasion activities 1</b>	<b>Invasion activities 2</b>	<b>Net/wall activities</b>	<b>Athletics</b>	<b>Striking &amp; fielding</b>
<b>Fundamental movement skills</b>	<b>Netball / basketball</b>	<b>Football / tag rugby</b>	<b>Badminton / tennis / table tennis</b>	<b>Cross-country / track &amp; field</b>	<b>Rounders / cricket</b>
<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
<p>What are the basic fundamental themes and movements in PE?</p> <p>How can I be an active participant in PE at St Peter's?</p>	<p>What are the basic fundamental themes and movements in PE?</p> <p>What skills are needed to be successful across invasion activities?</p>	<p>What are the basic fundamental themes and movements in PE?</p> <p>What skills are needed to be successful across invasion activities?</p>	<p>What are the basic fundamental themes and movements in PE?</p> <p>What are serving &amp; rallying techniques needed to be successful in badminton?</p>	<p>What are the basic fundamental themes and movements in PE?</p> <p>What are the key skills needed to be successful in athletic activities?</p>	<p>What are the basic fundamental themes and movements in PE?</p> <p>How do we perform the catching, throwing and batting skills needed to be successful in striking and fielding activities?</p>
<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>
<p>Know the expectations and routines during PE lessons, including kit, effort, attitude, safe participation, how to be involved when injured.</p> <p>Know how to access extra-curricular activities, including inter-form activities and inter-school fixtures</p> <p>Begin to understand the components of a warm up</p> <p>Know that young people should be active for 60 min every day and have an understanding of what type of activity this could include.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•The energy requirements of the body</li> <li>•What is a balanced diet</li> <li>•The role and examples of</li> </ul>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball/netball:</p> <ul style="list-style-type: none"> <li>• Principles of attack and defence</li> <li>• Finding and using space</li> <li>• Application of modified games rules</li> <li>• Different types of passing</li> <li>• Basic footwork rules</li> <li>• Shooting techniques</li> <li>• Dribbling in basketball</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•The energy requirements of the body</li> <li>•What is a balanced diet</li> <li>•The role and examples of carbohydrates, proteins and fats in the</li> </ul>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby/football:</p> <ul style="list-style-type: none"> <li>• Core Principles of Play – Go Forward, Support, Continuity, Creating Pressure, Contesting Possession</li> <li>• Application of the core skills through constraint games based activities</li> <li>• Self-evaluate own performance using rugby related terminology</li> <li>• Passing &amp; dribbling skills for possession.</li> <li>• Rules to stop/start and basic scoring.</li> <li>• Safe setup in games.</li> <li>• Benefits to health of team games.</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•The role and examples of vitamins, minerals, fibre and water as part of a balanced diet</li> </ul>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby/football:</p> <ul style="list-style-type: none"> <li>• Grip, stance &amp; swing patterns to make contact.</li> <li>• Serving &amp; groundstrokes to form rallies.</li> <li>• Basic passes in volleyball - volley an forearm pass (dig)</li> <li>• Rules to safely setup &amp; play competitive points</li> <li>• Basic scoring &amp; criteria to determine success</li> </ul> <p><u>Homework</u></p> <p>The role and examples of vitamins, minerals, fibre and water as part of a balanced diet</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>• Skill replication in a range of competitive contexts</li> <li>• Basic biomechanics to aid core skill execution</li> <li>• Simple tactics to improvement performances</li> <li>• Application of event rules</li> <li>• Health and safety guidelines when using equipment.</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•BMI, obesity, eating disorders and alcohol intake</li> </ul>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> <li>• Application of techniques in a range of contexts</li> <li>• Sport specific terminology</li> <li>• Simple strategies to outwit opposition</li> <li>• Application of a set of modified game rules</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•BMI, obesity, eating disorders and alcohol intake</li> </ul>

carbohydrates, proteins and fats in the diet	diet				
<b>Skills &amp; Procedural Knowledge (Hands)</b>	<b>Skills &amp; Procedural Knowledge (Hands)</b>	<b>Skills &amp; Procedural Knowledge (Hands)</b>	<b>Skills &amp; Procedural Knowledge (Hands)</b>	<b>Skills &amp; Procedural Knowledge (Hands)</b>	<b>Skills &amp; Procedural Knowledge (Hands)</b>
<p>Be able to consistently come to PE prepared for lessons</p> <p>Perform simple throwing and catching and passing and receiving skills using both hand and feet and different sizes and types of balls</p>	<ul style="list-style-type: none"> <li>● Passing/Receiving</li> <li>● Ball handling</li> <li>● Shooting</li> <li>● Dribbling</li> <li>● Footwork</li> <li>● Ball control</li> <li>● Rebounding</li> <li>● Defending</li> <li>● Dodging</li> <li>● Build on the basic principles of attack and defence while increasing the level of challenge.</li> <li>● Introduce a range of roles within practices and games using modified rules.</li> </ul>	<ul style="list-style-type: none"> <li>● Passing/Receiving</li> <li>● Shooting</li> <li>● Dribbling</li> <li>● Ball control</li> <li>● Ball handling</li> <li>● Defending/Marking/Tackling</li> <li>● Catch and pass</li> <li>● Scanning (spatial awareness)</li> </ul> <p>Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.</p> <p>- Should be able to demonstrate some core skills in isolation - Should be able to apply some core skills under pressure</p>	<p>Badminton</p> <ul style="list-style-type: none"> <li>● Footwork/stance and grip</li> <li>● Shuttle control</li> <li>● Sending/Receiving – forehand/backhand</li> <li>● Clear</li> <li>● Drop shot</li> <li>● Service action</li> <li>● Grip and stance</li> </ul> <p>Table Tennis</p> <ul style="list-style-type: none"> <li>● Push – Backhand/Forehand</li> <li>● Service</li> <li>● Drive - Forehand Serve</li> </ul> <p>Tennis</p> <ul style="list-style-type: none"> <li>● Footwork/stance and grip</li> <li>● Sending/Receiving – forehand/backhand groundstrokes</li> <li>● Service action</li> <li>● Grip and stance</li> <li>● Volleying</li> </ul> <p>To develop the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate games using the correct terminology throughout.</p>	<ul style="list-style-type: none"> <li>● Sprinting</li> <li>● Pacing</li> <li>● Leg and arm drive</li> <li>● Take off, flight, landing</li> <li>● Throwing actions</li> <li>● Starts</li> </ul> <p>To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in relation to speed, height and distance.</p>	<ul style="list-style-type: none"> <li>● Catching in the deep (high) and short.</li> <li>● Throwing techniques – underarm and overarm</li> <li>● Bowling techniques</li> <li>● Long barrier &amp; intercepting skills.</li> <li>● Hitting techniques to contact the ball.</li> <li>● Applying the rules to safely setup &amp; play competitive games.</li> <li>● Using basic scoring to determine success.</li> </ul>
<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>	<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>	<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>	<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>	<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>	<b>Heart (Communication, Leadership, Resilience, Respect, Effort, Confidence)</b>
<p>Independence - be able to come equipped for lessons, show initiative in lessons and become involved in extracurricular sport. Begin to warm up independently and safely</p> <p>Movement competence - competence, practice, skills &amp; techniques, providing feedback, acting on feedback, performance</p>	<p>Confidence - Have the confidence to communicate and work with new people and contribute to a team in small sided activities</p> <p>Movement competence - competence, practice, skills &amp; techniques, providing feedback, acting on feedback, performance</p>	<p>Respect - to work with team mates with respect and show encouragement and support to others</p> <p>Confidence - Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset</p>	<p>Resilience - to show resilience when attempting new and increasingly difficult skills</p> <p>Confidence - Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset</p>	<p>Effort - working to your personal best</p> <p>Literacy and understanding - PE, Sports and Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity</p>	<p>Leadership - be able to lead others in a simple practice. What makes a good leader?</p> <p>Motivation - .Intrinsic Motivation, extrinsic motivation, setting goals, celebrate progress, persistence, determination</p>

Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Students to complete a baseline assessment task in each activity</p> <ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks /</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout.</li> <li>- Teacher observation and questioning of event procedure/rules and techniques.</li> <li>- Self-assessment of athletic performance using school Gold, Silver &amp; Bronze targets.</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout.</li> <li>- Teacher observation and Q&amp;A of rules &amp; techniques in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress.</li> <li>- Everlearner assessment tasks</li> </ul>
Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary
<p>Extra-curricular, interform, agility, balance, coordination, endurance, sedentary, speed, perseverance, balanced diet</p>	<p>Pass, receive, sideline, baseline, footwork, ball control, pivot, dribble, agility, attack, defend,, chest pass, bounce pass, javelin pass, lay up, jumps shot, set shot, double dribble, travelling, offence, defence, possession, attacking third, centre third, defensive third, goal circle, centre pass, backline pass, sideline pass, obstruction, contact</p>	<p>Pass, receive, sideline, baseline, footwork, ball control, tackle, dribble, agility, space, attack, defend, foul, free kick, penalty, drag back, inside foot, outside foot, throw in, possession, backward pass, change of speed, side step, try, overlap, tag, tryline</p>	<p>Rally, shuttle, racket, grip, stance, forehand, backhand, serve, service, service line, baseline, clear, singles, doubles, cooperative, volley</p>	<p>Pacing, sprinting, arm drive, leg drive, lane, take-off, flight, landing, shot putt, javelin, discus, long jump, lap, 4x100m relay, rotation, push, judgement, acceleration, endurance, baton</p>	<p>Bowling, batting, fielding, underarm, overarm, stumps,wicket, rounder post, obstruction, base, no ball, backstop, wicket keeper, long barrier</p>



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	<b>Head</b> (Declarative knowledge)	<b>Hands</b> (Procedural knowledge)	<b>Heart</b> (Conditional knowledge)
	<b>What are the fundamental movements in PE and how can I be healthy?</b>		
<b>Mastering</b>	<ul style="list-style-type: none"> <li>• I can demonstrate a very good knowledge of the basic rules, skills, techniques, tactics and the vocabulary appropriate to the activity including knowledge of how to perform some more advanced skills or tactics.</li> <li>• I can make a detailed observation and analyse simple aspects of performance and suggest progressive practices on how to improve.</li> <li>• I am very confident in describing all the components of a balanced diet and the impact of an unhealthy diet</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I demonstrate excellent leadership qualities both in lesson and afterschool clubs.</li> <li>• I display clear communication skills, empathy and patience to different abilities, experiences and situations.</li> <li>• I am respected and respectful and have developed a positive working relationship with staff and all students.</li> <li>• I always inspire others to participate and progress in sporting activity.</li> <li>• I always demonstrate the highest levels of effort and resilience and challenge myself to do my best.</li> </ul>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• I can demonstrate a good knowledge of the basic rules, skills, techniques, tactics and the vocabulary appropriate to the activity.</li> <li>• I can explain the major strengths and weakness in a performance and suggest some simple practices on how to improve it</li> <li>• I am confident in describing all the components of a balanced diet and can describe some of the effects of an unhealthy diet.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent accuracy and success, a range of appropriate skills, techniques, and tactics in challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident and competent when leading small groups of performers.</li> <li>• I effectively apply methods of communication to others with different abilities in varied situations.</li> <li>• I often inspire others to participate and progress in sporting activity.</li> <li>• I am consistently hard working, resilient and eagerly accept challenges.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can demonstrate a sound knowledge of basic rules, skills, techniques, tactics and the vocabulary appropriate to the activity.</li> <li>• I can identify the major strengths and weakness in a performance and suggest a basic practice on how to improve it</li> <li>• I can describe many of the components of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success skills, techniques and tactics across a variety of sports in competitive activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate confidence and apply leadership qualities to lead small group warm-ups and activities. I am regularly hard working, resilient and accept challenges. I have developed respectful relationships with my peers and can work with them across different activities and situations.. I often encourage others and I can take responsibility for my own development and success. When faced with a problem, I start to plan methods of solving it.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can describe some knowledge of basic rules, skills, techniques, tactics and use some vocabulary appropriate to the activity.</li> <li>• I can identify some strengths and weaknesses in a performance and suggest how to improve it.</li> <li>• I can name many of the components of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate leadership of a small group of peers with some confidence. I can demonstrate communication skills within discussions and activities</li> <li>• I often demonstrate respect for equipment and others.</li> <li>• I exert effort in my favourite activities and within these favourite activities</li> <li>• I'm involved and engaged in most tasks and discussions</li> </ul>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can identify some knowledge of basic rules, skills, techniques and use limited vocabulary appropriate to the activity.</li> <li>• I can identify some strengths and/or weaknesses in a performance.</li> <li>• I can name some of the components of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with some accuracy and success, basic skills, techniques and tactics across a variety of activities in isolated pressured practices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the qualities that make a good leader but I am reluctant to lead.</li> <li>• I know how to respect equipment and others.</li> <li>• I struggle to communicate effectively with my peers or teachers.</li> </ul>

• I show little resilience or effort to achieve or solve a problem.



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<b>Invasion activities 1</b>	<b>Invasion activities 2</b>	<b>Fitness</b>	<b>Net/wall activities</b>	<b>Athletics</b>	<b>Striking &amp; fielding</b>
<b>Netball/Basketball</b>	<b>Rugby / Football</b>	<b>Fitness</b>	<b>Badminton / Volleyball / Tennis</b>	<b>Athletics</b>	<b>Rounders / cricket</b>
<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
How can I develop activity specific and advanced skills?  How can we create space?	How can I develop activity specific and advanced skills?  What skills should be used when?	How can I develop activity specific and advanced skills?  What is the relationship between fitness and health? What are the different components of fitness?	How can strategy and decision making affect performance?  How can we use attacking techniques & shot consistency to gain attacking advantage?	How can strategy and decision making affect performance?  How can we go higher, faster, longer!	How can strategy and decision making affect performance?  How can we use advanced techniques to gain an advantage over our opponents?
<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>	<b>Knowledge (Head)</b>
<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Finding, using and denying space</li> <li>Making decisions quickly and efficiently</li> <li>Application of game rules</li> <li>Understanding how to work as a team effectively</li> <li>When different passes should be selected in a pressurised situation               <ul style="list-style-type: none"> <li>How to effectively mark a player and when to perform different dodges to get away from them</li> <li>When it is appropriate to shoot</li> <li>The rules of each sport and the consequences of when a rule is broken</li> </ul> </li> </ul>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence using a range of strategies</li> <li>Finding and using space to change point of attack</li> <li>Understanding of sport specific terminology</li> <li>Application of more complex game rules</li> </ul> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Finding, using and denying space</li> <li>Making decisions quickly and efficiently</li> <li>Application of game rules</li> <li>Understanding how to work as a team effectively</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>What is good health?</li> </ul>	<p><i>Head (declarative knowledge)</i> • Know the difference between health and fitness • Know the recommended levels of activity for young people • Understand the following components of fitness - cardiovascular endurance - muscular endurance - muscular strength - flexibility - speed and agility - balance, reaction time and coordination • Know which components of fitness are required for which sporting activities • Understand the benefits of physical activity to health • Understand how the components of fitness link to the different body systems • Understand how to assess the components of fitness</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>The structure and role of the</li> </ul>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge</p> <ul style="list-style-type: none"> <li>Shot consistency and combinations in a range of competitive situations</li> <li>Shot/pass selection in a range of competitive contexts</li> <li>Net and attacking shots to gain advantage</li> <li>Use of three-touch play in volleyball</li> <li>Strategies to outwit opposition</li> <li>Application of a set of game rules in singles and doubles competitions</li> <li>Analysis of strengths &amp; possible improvements.</li> <li>Transfer and comparison of techniques, rules (&amp; tactics) across net/wall activities.</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>The structure and role of the respiratory system</li> </ul>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive events</li> <li>Application of a set of rules when competing</li> <li>Understanding of own strengths and limitations</li> </ul> <p>Knowledge of personal running, jumping &amp; throwing capacity</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Aerobic respiration and aerobic exercise</li> <li>Anaerobic respiration and aerobic exercise</li> </ul> <p><i>Heart (conditional knowledge)</i> Resilience - Students will understand the importance of resilience, embracing failure, marginal gains,</p>	<p><i>Head (declarative knowledge)</i> • When to select and an appropriate batting technique to outwit an opponent • When to select an appropriate fielding technique • The rules of each sport and the consequences of when a rule is broken • Understanding the roles of different fielding positions</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>How muscles contract</li> <li>The role of tendons</li> <li>Types of movements at the joints</li> </ul> <p><i>Heart (conditional knowledge)</i> Intra-personal skills - understand the importance of empathy, patience, adaptability, coping with pressure and work ethic</p>

<p><u>Homework</u></p> <ul style="list-style-type: none"> <li>•What is good health?</li> <li>•The effect of exercise on health?</li> <li>•Body systems and health</li> <li>•The brain and the nervous system</li> </ul> <p><i>Heart (conditional knowledge)</i> Communication - Students will understand a range of verbal and non-verbal communication techniques and to develop the ability to communicate effectively using active listening</p>	<ul style="list-style-type: none"> <li>•The effect of exercise on health?</li> <li>•Body systems and health</li> <li>•The structure and role of the brain and the nervous system</li> </ul> <p><i>Heart (conditional knowledge)</i> Communication - Students will understand the term conflict resolution and how to try and implement it. They should understand the importance of asking questions and providing and receiving feedback</p>	<p>respiratory system</p> <ul style="list-style-type: none"> <li>•The structure and role of the cardiovascular system</li> <li>•The structure and role of the skeletal system</li> <li>•The structure and role of the skeletal system</li> </ul> <p><i>Heart (conditional knowledge)</i> Resilience - Students will understand the importance of resilience, embracing failure, marginal gains, persistence and having a positive and growth mindset</p>	<ul style="list-style-type: none"> <li>• The structure and role of the cardiovascular system</li> <li>• The structure and role of the skeletal system</li> <li>• The structure and role of the skeletal system</li> </ul> <p><i>Heart (conditional knowledge)</i> Emotional intelligence - Students will know and understand emotional intelligence, recognising and regulating emotions</p>	<p>persistence and having a positive and growth mindset</p>	
<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>	<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>	<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>	<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>	<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>	<p><b>Skills &amp; Procedural Knowledge (Hands)</b></p>
<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>• Ball control</li> <li>• Dribbling</li> <li>• Footwork</li> <li>• Passing/Receiving</li> <li>• Lay up/Set shot + variations</li> <li>• Defending stance</li> <li>• Rebounding</li> <li>• Footwork</li> <li>• Shooting</li> <li>• Marking</li> <li>• Intercepting</li> <li>• Dodging</li> <li>• Safe participation within each activity and be able to lead their own warm up</li> <li>• Correct terminology when discussing techniques and teaching points and be able to identify WWW and EBI with others' performances</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>• Safe participation within each activity and be able to lead their own warm up</li> <li>• Passing/Receiving</li> <li>• Ball handling</li> <li>• Tackling</li> <li>• Dodging</li> <li>• Evading</li> <li>• Kicking</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Ball control</li> <li>• Defending/marketing/tackling</li> <li>• Correct terminology when discussing techniques and teaching points and be able to identify WWW and EBI with others' performances.</li> <li>• Participation in an extracurricular club and/or inter form competition</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>• Be able to physically participate in activities that demonstrate use of each of the components of fitness to the best of their ability</li> <li>• Carry out accurate and valid assessments of the different components of fitness</li> <li>• Be able to adapt an activity to make it easier or harder</li> <li>• Be able to explain which components of fitness are required in different sporting activities</li> <li>• Demonstrate an understanding of a healthy lifestyle by taking part in regular physical activity through both curricular and extracurricular activities</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <p>Badminton</p> <ul style="list-style-type: none"> <li>• Sending/Receiving – forehand/backhand</li> <li>• Service</li> <li>• Clear</li> <li>• Drop shot</li> <li>• Net shot</li> <li>• Smash</li> </ul> <p>Volleyball</p> <ul style="list-style-type: none"> <li>• Volley</li> <li>• Setting</li> <li>• Forearm pass</li> <li>• 3-touch passing</li> <li>• Under service and receiving</li> <li>• Spike</li> </ul> <p>Tennis</p> <ul style="list-style-type: none"> <li>• Forehand/backhand groundstrokes</li> <li>• Overhead Service</li> <li>• Volley</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>• Sprinting/Speed/Power</li> <li>• Pacing/Cardiovascular endurance</li> <li>• Starts</li> <li>• Drive</li> <li>• Take off, flight, landing</li> <li>• Throwing actions</li> <li>Relay</li> <li>• Develop running, jumping and throwing skills in a competitive context.</li> <li>• Encourage the replication of basic techniques in a range of contexts.</li> <li>• Build on opportunities to tactically plan and students encouraged to improve performance.</li> <li>• Allow students to actively lead others in a range of capacities.</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>• Fielding &amp; batting skills for different contexts (selecting skills in changeable situations and fielding positioning).</li> <li>• Bowling &amp; batting to eliminate opponents</li> <li>•Rules &amp; consequences in small-sided comp.</li> <li>•Using skills in different fielding positions</li> <li>•Analysis of strengths &amp; possible improvements.</li> <li>•Transfer of techniques, rules (&amp; tactics) across striking &amp; fielding activities.</li> <li>• Safe participation within each activity and be able to lead their own warm up</li> <li>• Correct terminology when discussing techniques and teaching points and be able to identify WWW and EBI with others' performances.</li> <li>• Participation in an extracurricular club and/or inter form competition</li> </ul>
<p><b>Heart (Communication, Leadership, Resilience, Respect,</b></p>	<p><b>Heart (Communication, Leadership, Resilience, Respect, Effort,</b></p>	<p><b>Heart (Communication, Leadership, Resilience, Respect, Effort,</b></p>	<p><b>Heart (Communication, Leadership, Resilience, Respect, Effort,</b></p>	<p><b>Heart (Communication, Leadership, Resilience, Respect, Effort,</b></p>	<p><b>Heart (Communication, Leadership, Resilience, Respect, Effort,</b></p>

Effort, Confidence)	Confidence)	Confidence)	Confidence)	Confidence)	Confidence)
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Students to complete a baseline assessment task in each activity</p> <ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks /</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout.</li> <li>- Teacher observation and questioning of event procedure/rules and techniques.</li> <li>- Self-assessment of athletic performance using school Gold, Silver &amp; Bronze targets.</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout.</li> <li>- Teacher observation and Q&amp;A of rules &amp; techniques in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress.</li> <li>- Everlearner assessment tasks</li> </ul>
Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary	Tier 3 Key vocabulary
<p>Box out, charging, court, jump ball, guards, forwards, centres,, fast break, assist, turnover, offence, foul line, rebound, screen, goal attack, goal shooter, wing attack, centre, wing defence, goal defence, goalkeeper, contact, free pass, penalty pass</p>	<p>Pass, receive, sideline, baseline, footwork, ball control, tackle, dribble, agility, space, attack, defend, drag back, outside foot, inside foot, cruyff turn, use if width, timing of pass, lofted pass, chipped pass, channel, overlap, dodging, evading</p>	<p>Heart rate, circuit training, interval training, jab, hook, uppercut, body composition, muscular endurance, muscular strength, flexibility, cardiovascular endurance, cooper run, warm up, cool down</p>	<p>Contact point, court positioning, anticipation, acceleration, forehand, deception, disguise, backhand, volley, smash, love, stroke, let, lob, game, set, drop shot, fault, foot fault, serve &amp; volley, volley pass, forearm pass, dig, set (volleyball pass), 3-touch</p>	<p>Drive, potation, pull, push, pace, judgement, acceleration, coordination, endurance, penultimate step, the transition phase, movement analysis, stride length</p>	<p>Deep field, 'first base only', obstruction, LBW/leg before wicket, drive shot, pull shot, fielding positions, slips</p>



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	<b>Head</b> (Declarative knowledge)	<b>Hands</b> (Procedural knowledge)	<b>Heart</b> (Conditional knowledge)
<b>How can I develop activity specific and advanced skills?</b>			
<b>Mastering</b>	<ul style="list-style-type: none"> <li>• I display an excellent understanding of when to select appropriate skills and techniques to improve the quality of performance and can justify my decision in an extensive range of activities</li> <li>• I demonstrate an excellent understanding of the rules across an extensive range of activities and can use this knowledge to confidently lead and officiate in most activities.</li> <li>• I can comprehensively describe what good health is and effect of exercise on health and can describe in detail the structures and functions of all the body systems work</li> <li>• I can analyse performance of myself and peer in order to improve skills, techniques and/or fitness levels.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques, and tactics in complex and challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am hardworking and helpful in lessons and at after school clubs.</li> <li>• I have great leadership qualities and an active leader, in lessons and after school.</li> <li>• I am very confident in my use of effective verbal and non-verbal communication skills and can use these to regular lead others</li> <li>• I am always resilient even when faced with the most challenging tasks and inspire others to be resilient too</li> <li>• I always display clear empathy, patience and adaptability when working with all my peers and thrive when working under pressure.</li> </ul>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• I display a very good understanding of when to select appropriate skills and techniques to improve the quality of performance and can give some justification of my decision making in most activities.</li> <li>• I demonstrate a strong understanding of the rules across a range of activities and can use this knowledge to confidently lead and officiate in most activities.</li> <li>• I can describe most aspects of what health is and how the effects of exercise on health. I can describe most structures and functions of the different body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I demonstrate good leadership qualities both in lesson and afterschool clubs.</li> <li>• I am confident in my use of effective verbal and non-verbal communication skills</li> <li>• I am always resilient even when faced with challenging tasks.</li> <li>• I consistently display clear empathy and patience and I am adaptable when working under pressure.</li> <li>• I am respected and respectful, and I have developed a positive working relationship with staff and students across the school.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I often make good decisions about when to select appropriate skills and techniques to improve the quality of performance and can give some justification of my decision making in most activities.</li> <li>• I can apply my knowledge of rules and tactics of several different activities.</li> <li>• I can describe many aspects of what health is and how the effects of exercise on health. I can describe many structures and functions of the different body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently lead a group of people, applying a variety of roles: official, coach, teacher and captain.</li> <li>• I can demonstrate a sound understanding of effective verbal and non-verbal communication</li> <li>• I am often resilient even when faced with challenging tasks.</li> <li>• I demonstrate empathy and respect for my peers and can support and motivate them to improve performance.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I usually make good decisions about when to select appropriate skills and techniques to improve the quality of performance and can comment upon some of the reasons for this</li> <li>• I know and can describe some skills and rules in some sports.</li> <li>• I can identify some aspects of what health is and how the basic effects of exercise on health.</li> <li>• I can describe the basic structure and functions of the different body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with some accuracy and success, skills, techniques and tactics across a variety of activities in high-pressured practices.</li> </ul>	<ul style="list-style-type: none"> <li>• I demonstrate resilience in most activities</li> <li>• I usually demonstrate verbal and/or non-verbal communication techniques and active listening to improve understanding and performance</li> <li>• I usually demonstrate empathy, patience and respect for most of my peers and can support them to improve performance.</li> <li>• I consistently demonstrate respect of equipment and others.</li> </ul>

## Emerging

- I sometimes make good decisions about when to select appropriate skills and techniques to improve the quality of performance and can comment upon some of the reasons for this
- I know and can describe some skills and rules in some sports.
- I am beginning to have some understanding of techniques.
- I can identify some aspects of what health is and can identify some of the structures and functions of the different body systems.

- I can demonstrate, with some accuracy and success, basic skills, techniques and tactics in passive practices.

- I can lead my own warm up but lack confidence to lead others.
- I sometimes demonstrate resilience and effort.
- I sometimes demonstrate verbal or non-verbal communication techniques and active listening to improve understanding and performance
- I sometimes demonstrate empathy, patience and respect for most of my peers and can support them to improve performance.
- I sometimes demonstrate respect for equipment and others.



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<b>Invasion activities 1</b>	<b>Invasion activities 2</b>	<b>Fitness</b>	<b>Net/wall activities</b>	<b>Athletics</b>	<b>Striking &amp; fielding</b>
<b>Netball/Basketball</b>	<b>Rugby / Football</b>	<b>Fitness</b>	<b>Badminton / Volleyball / Tennis</b>	<b>Athletics</b>	<b>Rounders / cricket</b>
<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
Why is effective analysis so important in sport and physical activity?  What makes an effective team?	Why is effective analysis so important in sport and physical activity?  Why are some teams better than others?	Why is effective analysis so important in sport and physical activity?  What are training principles & how can training be optimised training to improve fitness and health?	Why is effective analysis so important in sport and physical activity?  How can we use variety & tactics to utilise space & outwit?	Why is effective analysis so important in sport and physical activity?	Why is effective analysis so important in sport and physical activity?
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Using deception to create space and opportunities for others</li> <li>Decision making for skill execution</li> <li>Working effectively as a team while applying a set of game rules</li> <li>How to perform different passes and how these skills can be transferred from one sport to another.</li> <li>How to mark a player and how to dodge away from them</li> </ul> <p>•What happens when I exercise ? - Cardiovascular response to exercise</p>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence using a range of strategies</li> <li>Finding and using space to change point of attack</li> <li>Decision making for skill execution</li> <li>Understanding terminology and rules of the game</li> <li>Working effectively as a team in different contexts.</li> </ul> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Using deception to create space and opportunities for others</li> <li>Decision making for skill execution</li> <li>Working effectively as a team while applying a set of game rules</li> </ul>	<p><i>Head (declarative knowledge)</i> • How to carry out the following methods of training safely</p> <ul style="list-style-type: none"> <li>Continuous</li> <li>Fartlek</li> <li>Interval</li> <li>Circuit</li> <li>HIIT</li> <li>SAQ</li> <li>Plyometric</li> </ul> <ul style="list-style-type: none"> <li>Know which methods of training are best suited to developing specific components of fitness or performance in specific sporting activities</li> <li>Know which methods use aerobic and/or anaerobic exercise</li> <li>Know the principles of training, understand their importance and how to apply them to different methods</li> <li>Basic advantages and disadvantages of each method</li> <li>Understand how to take pulse rate as a measure of heart rate and how</li> </ul>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to net/wall activities:</p> <ul style="list-style-type: none"> <li>Combinations and a variety of skills to utilise space</li> <li>Use of tactics (e.g. depth/width)and deception to outwit.</li> <li>Understanding sequences of play</li> <li>Application of a set of game rules in singles and doubles competitions and the role of the official</li> <li>Analyse tactics &amp; action plan ways to maximise performance.</li> <li>Transfer of skills &amp; tactics into new net/wall activities.</li> </ul> <p>• What happens after I exercise ? -Recovery process - How can recovery be improved?</p>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive events</li> <li>Experienced a number of sprint &amp; pacing races.</li> <li>Understanding of own strengths and limitations</li> <li>Knowledge of the effect of exercise and ways to improve</li> </ul> <p>•What are the long term adaptations after exercise ? - Cardiovascular adaptations - Respiratory adaptations - Muscular adaptations - Skeletal adaptations</p>	<p><i>Head (declarative knowledge)</i> Through the implementation, students will be able to understand, use and recall the following knowledge relating to rounder/crickets:</p> <ul style="list-style-type: none"> <li>Adapt fielding skills &amp; tactics to take wickets/outs.</li> <li>Adapt bowling (spin) &amp; batting to outwit opponents &amp; utilise space.</li> <li>Rules &amp; procedures to lead officiating in small-sided games.</li> <li>Strategise ways for successful team outcomes.</li> <li>Transfer of techniques &amp; tactics across striking &amp; fielding activities.</li> </ul> <p>•Exercising in different environments - Exercising in the heat - Exercising in the cold</p> <p><i>Heart (conditional knowledge)</i> Problem solving - Identifying the problem, gathering information,</p>

<p>- Respiratory response to exercise - Skeletal response to exercise</p> <p><i>Heart (conditional knowledge)</i> Sporting values - respect, fair play, sporting etiquette, determination, equality, courage</p>	<p>•What happens when I exercise ? - Cardiovascular response to exercise - Respiratory response to exercise - Skeletal response to exercise</p> <p><i>Heart (conditional knowledge)</i> Sporting values - respect, fair play, sporting etiquette, determination, equality, courage</p>	<p>this can be used to plan training sessions</p> <p>Injuries - Acute injuries - Chronic injuries - Injury rehabilitation</p> <p>Heart (conditional knowledge) Redefining competition - self-determination theory, winning &amp; losing, rising to the challenge, competing against yourself, cooperation and competition</p>	<p><i>Heart (conditional knowledge)</i> Problem solving - Identifying the problem, gathering information, collaboration, planning, decision making and reflection</p>	<p><i>Heart (conditional knowledge)</i> Power of positivity - Fixed mindset, growth mindset, looking for positives, perspective, spreading positivity, handle criticism</p>	<p>collaboration, planning, decision making and reflection Power of positivity - Fixed mindset, growth mindset, looking for positives, perspective, spreading positivity, handle criticism</p>
<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>	<p><b>Skills &amp; Procedural Knowledge</b></p>
<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>● Ball control</li> <li>● Dribbling</li> <li>● Passing/Receiving</li> <li>● Lay up + variations</li> <li>● Set shot + variations</li> <li>● Drives/fakes</li> <li>● Defending positions and set up</li> <li>● Footwork</li> <li>● Shooting</li> <li>● Marking/covering</li> <li>● Intercepting</li> <li>● Dodging</li> <li>● Safe participation within each activity.</li> <li>● Correct terminology when discussing techniques and teachings points</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>● Be able to demonstrate an understanding of how to participate safely</li> <li>● Passing/Receiving</li> <li>● Ball handling</li> <li>● Tackling</li> <li>● Rucking</li> <li>● Kicking</li> <li>● Shooting</li> <li>● Dribbling</li> <li>● Ball control</li> <li>● Defending/marking/tackling</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>● Be able to demonstrate an understanding of how to participate safely</li> <li>● Be able to physically participate in each method of training, using the correct techniques and working to the best of their ability</li> <li>● Be able to identify which training methods are suited to which activities/sports and be able to suggest reasons why</li> <li>● Be able to take their own pulse and use this as a measure of their exercise intensity within different activities</li> <li>● Be able to demonstrate how to adapt a method of training to make it easier/hardier</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <p>Badminton</p> <ul style="list-style-type: none"> <li>● Sending/Receiving – forehand/backhand</li> <li>● Service</li> <li>● Clear</li> <li>● Drop shot</li> <li>● Net shot</li> <li>● Net lift</li> <li>● Smash</li> </ul> <p>Volleyball</p> <ul style="list-style-type: none"> <li>● Volley</li> <li>● Setting</li> <li>● Forearm pass</li> <li>● 3-touch passing</li> <li>● Overhead service and receiving</li> <li>● Spike</li> <li>● Block</li> </ul> <p>Tennis</p> <ul style="list-style-type: none"> <li>● Forehand/backhand groundstrokes</li> <li>● Overhead Service</li> <li>● Volley</li> <li>● Lob</li> <li>● Smash</li> </ul> <ul style="list-style-type: none"> <li>● Safe participation within each activity.</li> <li>● Correct terminology when discussing techniques and teachings points</li> <li>● Participation in an extracurricular club and/or inter form competition</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>● Sprinting/Speed/Power</li> <li>● Pacing/Cardiovascular endurance</li> <li>● Starts/Drive Phase</li> <li>● Stride length</li> <li>● Take off, flight, landing</li> <li>● Throwing actions</li> <li>● Relay</li> </ul> <ul style="list-style-type: none"> <li>● Skills build on running, jumping and throwing skills in a competitive context.</li> <li>● Encourage the replication of techniques in a range of events.</li> <li>● Allow students to make decisions, assess outcomes and suggest improvements.</li> </ul>	<p><i>Hands (procedural knowledge)</i></p> <ul style="list-style-type: none"> <li>● Batting – Variations</li> <li>● Bowling – Variations</li> <li>● Fielding - Sending/Receiving</li> <li>● Fielding – Positioning and barriers</li> </ul> <ul style="list-style-type: none"> <li>● Skills build upon fundamental skills but increase complexity and level of challenge.</li> <li>● Develop the principles of placement and deception.</li> <li>● Involve pressurised game situations to allow for tactical planning and refinement.</li> <li>● Students can make decisions, assess outcomes and suggest improvements.</li> </ul>
<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>

<p>Students to complete a baseline assessment task in each activity</p> <ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks /</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout</li> <li>- Teacher observation and Q&amp;A of rules and skills in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress - small sided conditioned games where students select and use the skills</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>-AFL embedded throughout.</li> <li>- Teacher observation and questioning of event procedure/rules and techniques.</li> <li>- Self-assessment of athletic performance using school Gold, Silver &amp; Bronze targets.</li> <li>- Everlearner assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Progress ladders used throughout and at end of each unit of work</li> <li>- AFL embedded throughout.</li> <li>- Teacher observation and Q&amp;A of rules &amp; techniques in isolation &amp; competition.</li> <li>- Lesson-based assessment objectives.</li> <li>- Self- &amp; peer-assessment of tasks.</li> <li>- 'Assessment tasks' at the end of each activity to inform progress.</li> <li>- Everlearner assessment tasks</li> </ul>
<p><b>Tier 3 Key vocabulary</b></p>	<p><b>Tier 3 Key vocabulary</b></p>	<p><b>Tier 3 Key vocabulary</b></p>	<p><b>Tier 3 Key vocabulary</b></p>	<p><b>Tier 3 Key vocabulary</b></p>	<p><b>Tier 3 Key vocabulary</b></p>
<p>Airball, backboard, bench, brick, double team, dunk, personal foul, shot clock, zone defence, man to man defence, repossession, 'over a third'</p>	<p>Fakes, jockeying, nutmegs, closing down, step over, jockeying, goal-side, low drive, chip, volley, press, counter-attack</p>	<p>Fartlek, interval, continuous, circuit, plyometrics, HIIT, muscular strength, muscular endurance, cardiovascular endurance, balance, flexibility, reaction time, coordination, power, speed, agility, short/long term effects of exercise, aerobic and anaerobic thresholds.</p>	<p>Topspin, slice, half volley, advantage, deuce, approach shot, no man's land, service break, tie break</p>	<p>Track and field, starting blocks, record, middle-distance, lap, foul, false start, bell lap, personal best</p>	<p>Cut shot, pace, spin, line, length, stumping, disguise, power, lever</p>



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

	<b>Head</b> (Declarative knowledge)	<b>Hands</b> (Procedural knowledge)	<b>Heart</b> (Conditional knowledge)
	<b>How can strategy and decision making affect performance?</b>		
<b>Mastering</b>	<ul style="list-style-type: none"> <li>• I have an exceptional understanding of terminology and rules of the game across an extensive range of activities</li> <li>• I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance.</li> <li>• I can evaluate the technical and tactical demands of performance.</li> <li>• I can plan, lead, and justify an effective coaching session.</li> <li>• I can comprehensively and confidently describe the effects of exercise on the systems of the body</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques, and tactics in complex and challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I embrace challenges, I am resilient to setbacks and always give 100%.</li> <li>• I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers.</li> <li>• I demonstrate outstanding confidence, authority and respect when officiating, leading and participating.</li> </ul>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• I have a strong understanding of terminology and rules of the game across a range of activities</li> <li>• I have knowledge of different training methods and can analyse performers' sporting needs.</li> <li>• I display excellent understanding and can analyse ways how skills and tactics could improve the quality of performance.</li> <li>• I can lead others in activities and warmups to enhance students' learning.</li> <li>• I can describe most of the effects of exercise on all the systems of the body including different types of injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am hardworking and helpful in lessons and at after school clubs.</li> <li>• I have great leadership qualities and am an active leader; I apply this in lessons and after school.</li> <li>• I am a positive role model.</li> <li>• I demonstrate commitment, participate in school sports and I am inspiring to others.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I have a secure understanding of terminology and rules of the game across most activities</li> <li>• I can lead an effective warm up to the whole class.</li> <li>• I can identify problems with technique and can apply teaching points to correct these mistakes</li> <li>• I can describe many of the effects of exercise on most of the systems of the body including different types of injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent accuracy and success, a range of appropriate skills, techniques, and tactics in challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident and competent when leading large groups of performers.</li> <li>• I can effectively apply methods of communication to different ages, abilities, experiences and situations.</li> <li>• I often inspire others to participate and progress in sporting activity.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I have a secure understanding of terminology and rules of the game across some activities but not in others</li> <li>• I can describe how the body adapts and benefits from regular exercise.</li> <li>• I can take responsibility for leading a small group warm up.</li> <li>• I have good knowledge of skills &amp; technique and understand how this improves my own and others' practical performance.</li> <li>• I can describe some of the effects of exercise on many of the body systems and describe some different types of injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success skills, techniques and tactics across a variety of sports in competitive activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate confidence and leadership qualities, often volunteer to lead large group warmups or activities.</li> <li>• I am hardworking, resilient and eager to accept challenges.</li> <li>• I have developed respectful relationships with my peers.</li> </ul>

## Emerging

- I am developing my understanding of terminology and rules of the game across different activities and can describe some basic rules
- I can lead an effective self-led warm up.
- I can recall some major muscles in the body.
- I can describe some skills and rules in some sports.
- I can identify techniques, helping me to begin to improve my own performance.
- I can identify some of the effects of exercise on some of the systems of the body including different types of injuries.

- I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices.

- I can demonstrate leadership of a small group of peers with some confidence.
- I can demonstrate communication skills within discussions and activities.
- I often demonstrate respect for equipment and others.