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| Year | Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | P1 | Inclusive PE – Goalball | Circuit Training | Judo | Basketball | Football | Bat and Ball Games |
| 2 | Inclusive PE –Boccia/Kurling | Resistance Training | Judo | Netball | Tag Rugby | Athletics – Track |
| 3 | Inclusive PE –Wheelchair Sports | Fitness Training(selection) | Judo | Handball | Selection | Athletics - Field |
| 1 | P2 | Circuit Training | Inclusive PE – Goalball | Basketball | Football | Cricket | Dance/Gymnastics |
| 2 | Resistance Training | Inclusive PE –Boccia/Kurling | Netball | Tag Rugby | Rounders | Athletics – Track |
| 3 | Fitness Training(selection) | Inclusive PE –Wheelchair Sports | Handball | Selection | Volleyball | Athletics - Field |
| 1 | P3 | Circuit Training | Inclusive PE – Goalball | Basketball | Football | Cricket | Dance/Gymnastics |
| 2 | Resistance Training | Inclusive PE –Boccia/Kurling | Netball | Tag Rugby | Rounders | Athletics – Track |
| 3 | Fitness Training(selection) | Inclusive PE –Wheelchair Sports | Handball | Selection | Volleyball | Athletics - Field |
| 1 | P4/7W | Orienteering | Inclusive PE – Goalball | Basketball | Football | Cricket | Dance/Gymnastics |
| 2 | Resistance Training | Inclusive PE –Boccia/Kurling | Netball | Tag Rugby | Rounders | Athletics – Track |
| 3 | Fitness Training(selection) | Inclusive PE –Wheelchair Sports | Handball | Selection | Volleyball | Athletics - Field |
|  | **Key Skills:****Technique, Control, Analysis** | **Key Skills:****Acquisition, Application, Analysis** | **Key Skills:****Application, Tactics, Analysis** | **Key Skills:****Application, Tactics, Analysis** | **Key Skills:****Application, Tactics, Analysis** | **Key Skills:****Technique, Performance, Analysis** |

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| Year | Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Q1  | Option 1 – Individual SportY11 – Prep and AssessmentY10 – Developing role of competitor | Option 2 – Team SportY11 – Prep and AssessmentY10 – Developing role of competitor | Options 3 and 4 – 2 additional selectionsY11 – Prep and AssessmentY10 – Developing role of competitor |
| 2 |
| 1 | Q2 | Option 1 – Individual SportY11 – Prep and AssessmentY10 – Developing role of competitor | Option 2 – Team SportY11 – Prep and AssessmentY10 – Developing role of competitor | Options 3 and 4 – 2 additional selectionsY11 – Prep and AssessmentY10 – Developing role of competitor |
| 2 |
| 1 | Q3 | Option 1 – Individual SportY11 – Prep and AssessmentY10 – Developing role of competitor | Option 2 – Team SportY11 – Prep and AssessmentY10 – Developing role of competitor | Options 3 and 4 – 2 additional selectionsY11 – Prep and AssessmentY10 – Developing role of competitor |
| 2 |
| 1 | Q4 | Circuit Training | Keep Fit | Boccia | Seated Volleyball | Adapted Athletics | Dance |
| 2 | Resistance Training | Keep Fit | Kurling | Goalball | Adapted Athletics | Gymnastics |
|  | **Key Skills:*** **Honing of technique**
* **Application of technique**
* **Performance**
* **Analysis of performance**
 | **Key Skills:*** **Honing of key skills**
* **Application of skills**
* **Performance**
* **Analysis of performance**
 | **Key Skills:*** **Honing of technique/skills**
* **Application of technique/skills**
* **Performance**
* **Analysis of performance**
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The aim of the Entry Level Certificate in Physical Education are to enable learners to build on experiences at KS1, 2 and 3 in order to further develop and apply their knowledge, skill and understanding of physical education through participating in a range of practical activities.

Learners are required to select 4 activities, one from the team list, one from the individual list and then their other two are a free choice. This may include selecting to Lead as one of their choices.

Learners will be required to perform effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities. In addition, learners will be required to analyse a performance in order to determine its strengths and weakness, and suggest simple ways of improving the quality and effectiveness of the performance.

These requirements are very similar to those requirements in the GCSE (9-1) in Physical Education specifications.