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| Year | Class | Autumn 1 | | | Autumn 2 | | | Spring 1 | | Spring 2 | Summer 1 | | | Summer 2 | |
| 1 | Rabbit  Badger | Dance | Gymnastics | | Football | | | Handball | | OAA/HRF | Tennis | | | Athletics | |
| 2 | Hockey | | | Volleyball | | | Gymnastics | Dance | Basketball | Athletics | | | Cricket | |
| 3 | OAA/HRF | | | Gymnastics | Dance | | Badminton | | Athletics | Tag Rugby | | | Rounders | |
|  | | | | | | | | | | | | | | | |
| 1 | Fox  Otter | Football | | | Dance | | | Rounders | | Badminton | OAA/HRF | | | Athletics | |
| 2 | Athletics | | | Basketball | | | OAA/HRF | | Gymnastics | Hockey | | | Tennis | |
| 3 | Tag Rugby | | | Gymnastics | | Dance | Volleyball | | OAA/HRF | Cricket | | | Athletics | |
|  | | | | | | | | | | | | | | | |
| 1 | Deer  Hedgehog | Basketball | | Hockey | Dance | | Gymnastics | Boccia/Sitting Volleyball/Table Cricket | | Rounders | Tennis | | | Athletics | |
| 2 | OAA/HRF | | | Football | | Handball | Gymnastics | | New Age Kurling/Sitting Volleyball/Goalball | Athletics | | | Cricket | |
| 3 | Tag Rugby | | Basketball | Rounders | | | Dance | | Athletics | OAA/HRF | | | Tennis | |
|  | | | | | | | | | | | | | | | |
| 1 | Squirrel  Owl (KS4) | Multi Skills – Ball Skills | | | Boccia/ Sitting Volleyball | | | OAA/HRF | | Dance | Athletics | | | Multi Skills – Throwing and Catching | |
| Basketball | | Football | Cricket | Rounders |
| 2 | Multi Skills – Throwing and Catching, Running and Jumping | | | Table Cricket/Sitting Volleyball | | | OAA/HRF | | Gymnastics | Multi Skills – Ball Skills | | | Tennis | |
|  | | |  | | |
| Athletics | | Rounders | Tag Rugby | | Handball |
| 3 | Dance | | Gymnastics | Multi Skills – Ball Skills | | | New Age Kurling/Goalball | | OAA/HRF | Multi Skills – Throwing and Catching | | | Athletics | |
| Tennis | | Basketball | Rounders | Cricket | |

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| Dormouse (KS3+4 ASD) | Movement | Games | Circuits | Gymnastics | Key skills / Invasion games | Athletics |

Accreditation PE

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| Year | Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Woodpecker | Option 1 – Individual Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Option 2 – Team Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Options 3 and 4 – 2 additional selections  Y11 – Prep and Assessment  Y10 – Developing role of competitor | |
| 2 |
| 1 | Hawk | Option 1 – Individual Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Option 2 – Team Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Options 3 and 4 – 2 additional selections  Y11 – Prep and Assessment  Y10 – Developing role of competitor | |
| 2 |
| 1 | Robin | Option 1 – Individual Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Option 2 – Team Sport  Y11 – Prep and Assessment  Y10 – Developing role of competitor | | Options 3 and 4 – 2 additional selections  Y11 – Prep and Assessment  Y10 – Developing role of competitor | |
| 2 |

|  |  |
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| Key Stage | Curriculum Information |
| 3 | Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and develop expertise 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.  Pupils should be taught to:   * use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] * develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] * perform dances using advanced dance techniques within a range of dance styles and forms * take part in outdoor and adventurous activities which present intellectual and physical 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 * take part in competitive sports and activities outside school through community links or sports clubs.   Information above is taken from the Physical Education programmes of study: key stages 3 and 4, produced by the Department for Education (2013) |
| 4 | Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.  Pupils should be taught to:   * use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] * develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] * take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group * evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best * continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.   Information above is taken from the Physical Education programmes of study: key stages 3 and 4, produced by the Department for Education (2013)  **Accreditation PE:** The aim of the Entry Level Certificate in Physical Education (PE) 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 PE 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.  **Owl class:** To meet the needs and develop the abilities in our Owl class, they follow a similar curriculum to the KS3 classes that are similar in needs and abilities. The physical skills of our students are developed, as well as offering a broad and balanced curriculum that offers competition and challenge. We aim to meet the requirements set in the Physical Education programmes of study for key stage 4. |