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|  | **Fundamentals** | **Swimming** | **Bats & Rackets** | **Invasion Games** | **Target Games** | **Dance** | **Athletics** | **Healthy Lifestyles** | **Trampolining** | **Combat sports** | **Analysing Performance** |
| Year 7 | Students are introduced to PD at Redwood with a Fundamental Movement baseline. They can then develop their skills in the basics of movement, travel and balance whilst exploring concepts such as speed, height and special awareness. | Students are introduced to swimming through baseline sessions to explore their existing skills and confidences in the water. Students are then grouped according to ability level and areas to work on, whether that is stroke technique or basic water confidence. | Students get to explore a wide range of bat and racket sports with the focus being on teamwork and enjoyment. Basic skill concepts such as striking and catching are developed through fun, differentiated sessions. | Students get to experience a range of invasion games during Year 7 through participating in team games. These are both sport specific or ‘playground’ type games such as ball tag. Sport specific sessions focus on the basics of the game and concepts such as passing, shooting and tackling. | Students begin to develop basic concepts such as accuracy, speed and shot selection through a variety of target games such as Boccia and New Age Kurling. Lifeskills such as turn taking and resilience are a golden thread throughout these sessions. | Students begin to develop their ability to move their bodies in a purposeful and controlled way through Dance. Concepts such as levels, shape and turns are embedded whilst encouraging creativity and imagination. | Students are able to begin their journey of working through the different disciplines within Athletics: running, jumping and throwing. They will get the opportunity to experience a wide range of different activities including long jump and sprint races. |  |  |  |  |
| Year 8 | Students are challenged to investigate new, creative ways of moving and using their bodies. Students will self and peer assess their ability to mount and dismount apparatus and challenge themselves to problem solve during new experiences. | Students continue their journey through developing water confidence and swimming technique. For some, this may include small group work focussing on lifting their legs off the pool floor, whilst others may begin to practice entering the water by jumping. | Students begin to unpick the different roles involved in different bat and racket sports and the key concepts of each one. Each student will get to take on each role and develop the skills involved. In racket sports focus will turn to understanding the dimensions of the court and how to score points. | Students will focus on one or two specific invasion games during Year 8 and focus on the skills and techniques involved and how they can be transferred to another sport such as dribbling or creating space. | Students will build on previous learning to participate in matches versus an opponent whilst developing further their accuracy and length of delivery. Students will be encouraged to show resilience and determination when faced with setbacks. | Students will now be encouraged to increase their independence, whether that be following a sequence of dance moves with less support or developing their own moves to form part of a performance. Students will learn to move to different types of music and at different speeds. | Students will begin to look at the fundamental skills that are transferable through the different activities within a discipline such as pacing, footwork, stance and flight. | Students are introduced to the idea of healthy lifestyles through a series of lessons aimed at understanding how they can improve their general fitness. They will take part in fitness testing, learn about the basic functions of the human body during exercise and suggest ways at improving their general physical health. | Students are introduced to the basics of trampolining in Year 8 through fun, confidence building games. They will learn the essential health and safety rules and be able to follow them in order to keep the activity safe. Sessions are aimed at building student’s confidence on the trampoline so that feel comfortable enough to move on to shapes at a later date. | Students will explore a range of different combat sports such as Taekwondo, Boxing and Muay Thai. The main focus is on developing the moves and strikes in a non-contact manner with a particular emphasis on displaying essential life skills such as control and discipline. | Throughout their PD & Swimming lessons students will be introduced to the concept of self-assessment through directed questioning such as ‘what do you think you are good at’, ‘what did you do well’ and ‘what do you want to get better at’? |
| Year 9 |  | By this stage students will have clearly defined areas to develop and be working towards individual and group targets. For many this will include skill refinement and the introduction of more complex strokes such as butterfly and breaststroke. For others they may still be working with floatation aids and building towards more independence in the water. | Students will be beginning to refine techniques in striking and experience more success when taking part in these sports. Footwork and positioning will be introduced in greater detail and students will start to be able to transfer these skills across a range of racket and bat sports. | At this point students will be encouraged to think about strategy in order to outwit an opponent, thinking about changes of pace, exploiting space and working as a team. A greater understanding of the rules will be developed so that groups can work independently through a series of matches. | Students will be encouraged to think about strategy when taking part in Target Games and looking at ways they can overcome obstacles in order to outwit an opponent. Accuracy, pace and shot selection will continue to develop leading to higher success rates. | Students will be exposed to a range of different styles and be expected to transfer learnt knowledge across the different styles. Students will work in small groups to devise short routines and perform in front of an audience. | Students will be able to apply previous learning to more advanced activities such as hurdling, relay races and javelin. | Students will be introduced to the 8 components of fitness: Speed, Agility, Flexibility, Muscular Endurance, Muscular Strength, Co-ordination, Cardiovascular Endurance and Balance. Students will follow a fitness plan linked to these components and suggest other ways of improving their overall fitness. | Students are introduced to the main moves and shapes: Star, Pike, Straddle and Tuck, Half turn, Full Turn. Mat work will take place to work on shape and posture before transferring this to the trampoline. | Students will be encouraged to use prior knowledge to transfer learnt skills into a particular combat sport. In boxing students will work in pairs or with a member of staff to use pads and boxing bags. Pads will be used in Taekwondo to introduce a low level of contact. | Students will work within pairs or small groups to peer assess each other’s performances in a range of different sports. Students are encouraged to react positively to feedback and be sensitive when analysing each other. |
| Year 10 |  | Students will access swimming for at least one half term each year and start working towards refining their skills in line with the entry Level criteria. Students will undergo a soft moderation including filming to gauge current levels. | Students will focus primarily on cricket, table cricket or badminton and begin to refine their abilities in a competitive environment looking at how strategy and shot selection can increase their success rates. They will also have the opportunities to take on all roles and be able to identify their strengths. Students will undergo a soft moderation including filming to gauge current levels. | Students will be encouraged to transfer prior learning into competitive situations whilst also developing technique in standalone skill sessions. Students will begin to adopt different strategies as part of a team and reflect on their positioning and role. | Students will be able to work as part of a team to develop their strategic thinking including shot selection. Students will be encouraged to explore ways in which they can prevent their opposition from scoring points. Students will build their confidence in being able to score games accurately. Students will undergo a soft moderation including filming to gauge current levels. | Students will be able to take ownership of their own learning with reduced support. Students will be encouraged to choreograph routines to a range of music styles and use correct terminology. Students will undergo a soft moderation including filming to gauge current levels. | Students will have the opportunity to refine skills in all areas and be able to identify their strengths in order to focus on these during entry level accreditation. Students will undergo a soft moderation including filming to gauge current levels. | Students will be supported to create their own fitness plan to carry out over a set number of weeks using a range of equipment. Students will link these exercises to the different components of fitness to build a rounded plan. Students will be introduced to sets/reps and progression and be supported to ensure their plan follows these concepts. Students will undergo a soft moderation including filming to gauge current levels. | Students begin to follow routines set by the teacher/peers in line with Entry Level criteria. Students will be able to identify their strengths and areas of improvement and work to refine shape and control. Students will undergo a soft moderation including filming to gauge current levels. | Where students have been identified they will take part in interventions with specialist staff to refine skills and where necessary be signposted to external providers to continue their learning. Some combat sports may be carried out within core PE with a focus on fitness & discipline. Students may also take part in Combat as part of their Duke of Edinburgh award. | Students will begin to really pinpoint their own strengths and weaknesses and be able to suggest practices to be able to improve. Students will have an awareness of the key skills and techniques needed in a range of sports and be able to explain why they are important. |
| Year 11 |  | Students will access swimming for at least one half term. At the beginning of the scheme of work a baseline will be completed to find their best 2 strokes and they will work on perfecting these as best as their ability allows. Entry Level moderation will be carried out to determine final levels. | Students will choose, with support from staff, the bat/racket sport they wish to be moderated in and have the opportunity to refine skills and techniques before final moderation. They will also be able to choose what role they take for example in cricket they can choose to be moderated as a batter, bowler or wicket keeper. | Where students have shown gifted ability within an invasion game they will have the opportunity to be assessed at Entry Level. This will more than often be students who may be part of a club outside of school and their performance will need to be filmed in a competitive team environment. | Students will take part in moderation in Boccia where deemed necessary. They will have the opportunity to refine skills in both practice and competitive situations before final moderation. They will be assessed on shot selections, accuracy and range as well as their understanding of the rules and concepts of the game. | Identified students will have the opportunity to be moderated in Dance if their skill level is high enough. All students will also have access to dance through the MADD curriculum and may take part in the Dance Award schemes including the opportunity to showcase their performances. | Students will be moderated in two ‘events’ within the Entry Level criteria for Athletics. These will be selected from a range of running, jumping and throwing events and chosen in collaboration with the students and teacher dependent on the students’ strengths. | Students will again formulate a fitness plan with as much independence as possible and be able to demonstrate progression and reflect upon the success of their plan. Students who take part in this at Year 11 are usually part of the Vocational Options group and will be assessed according to the Entry Level criteria. | Students will create their own 6-10 bounce routine using a range of shapes and movements previously learnt. Student will have the opportunity to perfect this routine and then be moderated according to the Entry Level criteria. | Where students have shown gifted ability within combat sports they will have the opportunity to be assessed at Entry Level. This will more than often be students who may be part of a club outside of school and their performance will need to be filmed in a competitive environment. | Students will all complete the Entry Level Analysing performance task where they must highlight strengths and weakness of their own or another’s performance. They must be able to display some knowledge of the skills and techniques required and suggest ways in which to improve. This can be assessed as either and oral task or written task. |
| Post 16 |  | Within post-16, students have 2 hours per week of core PE where the focus is ‘physical activity for fun’ and they have the opportunity to explore and access a range of different sports and activities such as fitness, football, swimming, dance, yoga, rounders, cricket, walking amongst many more. Students also the option to take a Vocational BTEC course in sport where they will look in more depth at the concepts regarding sports and fitness and the different ways in which teamwork, leadership and management can be used within the world of work. | | | | | | | | | |

