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	Autumn 1 Y7 – 11 SLP/HW							Autumn 2 Y7 – 11 ALL/FPG								Spring 3 Y7 – 11 SLP/HW						Spring 4 Y7 – 11 ALL/FPG						Summer 5 Y7 – 10 SLP/HW, Y11 – ALL/FPG					Summer 6 Y7 – 10 ALL,							
YE A R 7s ati o	Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">Football (Girls)Netball (Girls)Rugby (Boys) PE <i>(4 Activities rotated over 4 half terms):</i> <ul style="list-style-type: none">Cross Country / Health Related Fitness (All) Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances.Basics of health and fitness knowledge and understanding. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.							Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">TAG Rugby (Girls)Football (Boys) PE <i>(4 Activities rotated over 4 half terms):</i> <ul style="list-style-type: none">Sports Hall Athletics (All) Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances.Basics tactics of racing. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.								Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">Handball (Boys)Short Tennis (Girls) PE <i>(4 Activities rotated over 4 half terms):</i> <ul style="list-style-type: none">Trampolining (All) Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances.Basics of routine creation. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.						Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">Hockey (All) PE <i>(4 Activities rotated over 4 half terms):</i> <ul style="list-style-type: none">Dance (All) Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances.Basics of choreography. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.						Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">Rounders (Girls)Tennis (Boys) PE: <ul style="list-style-type: none">Athletics (All) Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.					Content: Games <i>(Some activities rotate over the term):</i> <ul style="list-style-type: none">Cricket (All) PE: <ul style="list-style-type: none">Flag FootballVolleyball Students in games lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Basic tactical awareness.Team work / Communication Skills <i>(Employability Skills).</i>Respect for officials <i>(British Values).</i> Students in PE lessons should be focusing on: <ul style="list-style-type: none">Fundamental Skills.Performance analysis basics/ Recording personal performances.Basics of tactical play. Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors: <ul style="list-style-type: none">individual skills/tacticsengagement/progressionemployability skills.Extra-curricular participation/level.							

	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students take their basic knowledge and understanding from Primary schools and apply them into new activities and progression from their previous study. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Students are set up with the basic skills/tactics of the covered sports ready to further develop their personal sporting and employability skills by applying knowledge across different sports. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, components, fitness, zones, defence, offense/attack, employability, pacing.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics from their first sports, using their teamwork, communication and employability skills with the transferable sporting skills from other previous physical activities. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, pacing, aesthetic, canon, unison, relay, parlauf,.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics from their first sports, using their teamwork, communication and employability skills with the transferable sporting skills from other previous physical activities. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, aesthetic.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics from their first sports, using their teamwork, communication and employability skills with the transferable sporting skills from other previous physical activities. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, aesthetic, canon, unison.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics from their first sports, using their teamwork, communication and employability skills with the transferable sporting skills from other previous physical activities. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, employability, pacing, javelin, shot put, discus, fielding, batting, sets.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics from their first sports, using their teamwork, communication and employability skills with the transferable sporting skills from other previous physical activities. <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, touch down, set, dig, spike/smash.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>
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Y E A R 8	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Handball (Girls) Netball (Girls) Football (Boys) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Gymnastics/Parkour (All) Dance <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Fundamental Skills. Performance analysis basics/ Recording personal performances. Developing health and fitness knowledge and understanding. Development of choreography skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students take their basic/fundamental knowledge and understanding from year 7 	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> TAG Rugby (Girls) Basketball (Boys) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Gymnastics/Parkour (All) Dance <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Fundamental Skills. Performance analysis basics/ Recording personal performances. Developing health and fitness knowledge and understanding. Development of choreography skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students build on the basics from the core sports, using their teamwork, 	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Handball (Boys) Basketball (Girls) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Orienteering (All) Badminton (All) <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in game situations. Performance analysis basics/ Recording personal performances. Teamwork, problem solving skills, communication skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students build on the basics from the core sports, using their teamwork, 	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Hockey (Boys) Lacrosse (Girls) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Orienteering (All) Badminton (All) <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in game situations. Performance analysis basics/ Recording personal performances. Teamwork, problem solving skills, communication skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students build on the basics from the core sports, using their teamwork, 	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Rounders (Girls) Tennis (Boys) <p>PE:</p> <ul style="list-style-type: none"> Athletics (All) <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in game situations. Performance analysis basics/ Recording personal performances. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students build on the basics from the core sports, using their 	<p>Content:</p> <p>Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Tennis (Girls) Cricket (Boys) <p>PE:</p> <ul style="list-style-type: none"> Flag Football Ultimate Frisbee <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in games. Basic tactical awareness. Team work / Communication Skills <i>(Employability Skills).</i> Respect for officials <i>(British Values).</i> <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying skills in game situations. Performance analysis basics/ Recording personal performances. Developing tactical play. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p>LINKS TO PRIOR TOPIC –</p> <ul style="list-style-type: none"> Students build on the basics from the core sports, using their teamwork,
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	<p>and apply them into both progressing the same activities, as well as using them in new activities and progression from their previous study.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Students have the fundamental skills/tactics of the covered sports ready to further develop their personal sporting and employability skills by applying knowledge across different sports. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, components, fitness, zones, defence, offense/attack, employability, choreography, cannon, unison, smoothness.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills with the transferable sporting skills from other previous physical activities.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, pacing, aesthetic, canon, unison, choreography, smoothness</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills with the transferable sporting skills from other previous physical activities.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, checkpoints.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills with the transferable sporting skills from other previous physical activities.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, checkpoints.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>teamwork, communication, and employability skills with the transferable sporting skills from other previous physical activities.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, employability, pacing, javelin, shot put, discus, fielding, batting, sets, determination.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills with the transferable sporting skills from other previous physical activities.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, touch down, end zone, deuce, sets, wicket, overs.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>
YE A R 9	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Hockey (Boys/Girls) Netball (Girls) Football (Boys) <p>PE <i>(Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Trampolining (Girls) Problem Solving (Boys/Girls) 	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> TAG Rugby (Girls) Netball (Girls) Basketball (Boys) Rugby (Boys) <p>PE <i>(Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Trampolining (Girls) Problem Solving (Boys/Girls) 	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Handball (Boys) Lacrosse Boys Basketball (Girls) Handball (Girls) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Health Related Fitness (HRF) (All) Badminton (All) 	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Handball (Boys) Lacrosse Boys Basketball (Girls) Handball (Girls) <p>PE <i>(2 Activities rotated over 2 half terms):</i></p> <ul style="list-style-type: none"> Health Related Fitness (HRF) (All) Badminton (All) 	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Tennis (Girls) Tennis (Boys) Striking and Fielding Games (Both) <p>PE:</p> <ul style="list-style-type: none"> Athletics (All) 	<p>Content: Games <i>(Some activities rotate over the term):</i></p> <ul style="list-style-type: none"> Tennis (Girls) Tennis (Boys) Striking and Fielding Games (Both) <p>PE:</p> <ul style="list-style-type: none"> Lacrosse Volleyball Flag Football

<ul style="list-style-type: none"> Trampolining/Parkour (Boys) <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Team work / Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Performance analysis / Recording personal performances. Developing health and fitness knowledge and understanding. Development of routine choreography skills. Coaching and leadership skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students take their basic/fundamental knowledge and understanding from years 7-8 and apply them into 	<ul style="list-style-type: none"> Trampolining/Parkour (Boys) <p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Team work / Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Performance analysis / Recording personal performances. Developing health and fitness knowledge and understanding. Development of routine choreography skills. Coaching and leadership skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics/intermediate knowledge/ skills and tactics from the core sports, using their 	<p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Team work / Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Applying tactics and advanced skills in games. Performance analysis basics/ Recording personal performances. Teamwork, leadership, communication skills. Officiating /coaching skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics/intermediate knowledge/ skills and tactics from the core sports, using their teamwork, 	<p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Applying tactics and advanced skills in games. Performance analysis basics/ Recording personal performances. Teamwork, leadership, communication skills. Officiating /coaching skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics/intermediate knowledge/ skills and tactics from the core sports, using their teamwork, 	<p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Team work / Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Performance analysis basics/ Recording personal performances. Teamwork, leadership, communication skills. Officiating /coaching skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics/intermediate knowledge/ skills and tactics from the core sports, using their 	<p>Students in games lessons should be focusing on:</p> <ul style="list-style-type: none"> Applying tactics and advanced skills in games. Team work / Communication Skills (<i>Employability Skills</i>). Respect for officials (<i>British Values</i>). Coaching and leadership skills. <p>Students in PE lessons should be focusing on:</p> <ul style="list-style-type: none"> Intermediate-Advanced Skills. Applying tactics and advanced skills in games. Performance analysis basics/ Recording personal performances. Teamwork, leadership, communication skills. Officiating /coaching skills. <p>Assessment point: Students are teacher assessed throughout the half term, across PE and Games activities, using the following factors:</p> <ul style="list-style-type: none"> individual skills/tactics engagement/progression employability skills. Extra-curricular participation/level. <p>One overall grade is given per student.</p> <p><u>LINKS TO PRIOR TOPIC –</u></p> <ul style="list-style-type: none"> Students build on the basics/intermediate knowledge/ skills and tactics from the core sports, using their
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	<p>both progressing the same activities, as well as using them in new activities and progression from their previous study.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Students have the fundamental/intermediate skills/tactics of the covered sports and are ready to further develop their personal sporting and employability skills by applying knowledge across different sports. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, set plays, creativity.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>teamwork, communication, and employability skills.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on improving new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, set plays, creativity.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on improving new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, officials, assessment, fitness testing.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on improving new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, defence, offense/attack, employability, officials, assessment, fitness testing.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>communication, and employability skills.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on improving new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, employability, pacing, sets, determination, officiating.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>	<p>teamwork, communication, and employability skills.</p> <p><u>LINKS TO NEXT TOPIC –</u></p> <ul style="list-style-type: none"> Again, students will steadily build on their employability skills while working on improving new sporting skills/tactics from the next set of games and physical activities. <p><u>Literacy key words:</u> Respect, communication, team work, tactics, skills, zones, defence, offense/attack, employability, touch down, end zone, deuce, sets, wicket, overs.</p> <p><u>Cultural Capital:</u> Teamwork, communication, leadership, problem solving, creativity, respect, organisation, resilience, self-managing, time management, trustworthiness, responsibility, tolerance, peer coaching, adaptability.</p>
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