

Subject	Boys PE
Term	Cycle I
Duration (approx.)	6 Hours
Module	Rugby

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To perform the basic fundamental skills of Rugby Union
 e.g. *Passing, Receiving, Tackling, Scrummaging,, and Beating / outwitting an Opponent.*
 We also want the students to develop their: Knowledge and understanding of these skills; Major rules and laws within the game regarding these skills and in the game;
 To understand why they warm up and cool down when performing.
 They have performed and progressed through the basic skills of Rugby such as Passing and Retrieving, Tackling (Front and Rear), Rucking, Attacking Play, and 3-man scrums(Unit Skills). They have developed simple ideas and strategies on beat and outwitting defenders (e.g. *Dummies, sidesteps etc.*) and tactics taking these skills plus the basic fundamental skills into small sided games / Seven's.

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments
 On attack / Wide Attack

Also, throughout the phases students are constantly asked how to:
 Outwit opponents;
 Evaluate performances;
 Analyse strengths and weaknesses;
 Developing, adapting and refining skills, strategies and tactics to produce high levels of performances

Formative Assessment/key piece of work prior to end of unit:

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Summative Assessment

All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/ techniques explored and a giving the sense of a 'Their best performance- 100% effort'.
 Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

The students should understand and be able to play small-sided games and simplified versions of competitive team games. They should also be capable of sending, receiving and travelling with a ball in these competitive team games. The students can practice, improve, and refine performance, and repeat series of movements they have previously performed, with increasing control and accuracy. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their own performance

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.
 Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

The students should have a developing knowledge and understanding of the game. They have performed and progressed through the basic skills of Rugby such as Passing and Retrieving, Tackling (Front and Rear), Rucking, Attacking Play, and 3-man scrums. They have developed simple ideas and strategies on beat and outwitting defenders (e.g. *Dummies, sidesteps etc.*) and tactics taking these skills plus the basic fundamental skills into small sided games / Seven's.

Subject	Boys PE
Term	Cycle 1
Duration (approx.)	8 Hours
Module	Football

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, and to incorporate these into small sided games. To be able to understand and know how to perform these and where these skills are used on a Football pitch. We also want them to understand the simple laws used in the game of Football and the different lines and areas on a pitch. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. I also want them to start performing the skills in small sided games and to understand and know the principles of the game such as looking up, communication and using space

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments
 On attack / Wide Attack
 They are able to perform the basic Football skills of Passing, Receiving Control, Dribbling, Shooting, and Tackling, incorporating these skills into small games (5 a – side). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space.
 Positional play and attacking and defensive phases of play are also developed. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment
 Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards
 Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment
 All groups will perform in:
 Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a ‘Their best performance- 100% effort’.
 Staff will also use core tasks in their assessment of students work.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic football skills in Key Stage 2. They should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

They are able to perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, incorporating these skills into small games (5 a – side). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch. They also clearly understand why they warm up, stretch and cool down when performing.

Subject	Boys PE
Term	Cycle I
Duration (approx.)	8 Hours
Module	Dance

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able perform the basic dance skills such as counting 8 beats, moving in time to music, co-ordination, facial expressions, use of different levels, use of different movements, spatial awareness and creating/ choreographing sequences.

Throughout this unit of work pupils will be encouraged not only to perform but also evaluate performances; analyse strengths and weaknesses and provide feedback to other groups and give suggestions for how to improve their performance.

Skills and concepts to be developed and assessed (linking to identified AOs)

This unit of work will allow pupil to explore and communicate creative ideas and concepts. They will be assessed in their ability to perform the above skills in both practice and performance. They will also be assessed on their knowledge and mindset, which includes the ability to demonstrate knowledge of dance skills and techniques and work well within a small group to develop ideas and concepts.

Formative Assessment/key piece of work prior to end of unit:

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Pupils will offer kind, specific and helpful, critique upon which others can build.

Summative Assessment

All pupils will perform a set piece of choreography and also their own choreography to an audience.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils may have some prior learning from primary school or outside clubs. This will be the foundation for most and will extend the learning of others.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

They are able to perform the basic sequences and create basic choreography using a variety of different skills and techniques. These types of aesthetic skills will be carried forward to gymnastics and trampolining units undertaken in PE

Subject	Boys PE
Term	Cycle 2
Duration (approx.)	6 Hours
Module	Basketball

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Skills and concepts to be developed and assessed (linking to identified AOs)

**Core Tasks will be used in assessments
On attack / Wide Attack / Calling the shots**

Perform, develop and incorporate the basic fundamental skills and concepts of Basketball e.g. *Passing, Receiving, outwitting defenders, Dribbling, and shooting.*

Offensive and Defensive skills- Speed of play
Support Creating Space/ se of Space/ Closing down/ Man marking/ Rebounding

Major rules and laws within the game regarding these skills and in the game

Formative Assessment/key piece of work prior to end of unit:

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment

All groups will perform in:
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

The students should understand and be able to play and make up small-sided games and simplified versions of competitive / invasion team games.

They should also be capable of sending, receiving and travelling with a ball in these games. The students should also be able to perform skills and actions with consistent control and quality. They can also plan, use and adapt strategies and tactics in all types of game situations, keeping them going and organised.

**Spelling-Punctuation-Grammar
How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

The students should have a developing knowledge and understanding of the game. They have performed and progressed through the basic skills of Basketball e.g. Passing, Receiving, Dribbling, and shooting, performing these skills and actions with precision, accuracy, and fluency. The students can comment upon individual, partner and team performances, and also the strategies and tactics used within the small sided games of Basketball.

Subject	Boys PE
Term	Cycle 2
Duration (approx.)	14 Hours
Module	Fitness

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments:

Ability to lead warm up

Correct use of fitness suite equipment

Setting up and completing fitness test

Understanding components of fitness

Creating and completing circuits

Also, throughout the phases students are constantly asked how to:

Warm up and cool down

The difference between sets and repetitions?

Names of muscles and bones

What are the components of fitness?

What types of training are there?

What are the short term and long term effects?

Formative Assessment/key piece of work prior to end of unit:

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

All groups will perform in: leading a warm up
Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil choses GCSE PE they will revisit this information in their course.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

Subject	Boys PE
Term	Cycle 2
Duration (approx.)	8 Hours
Module	Outdoor and Adventure Activities

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features and plan the right course/ team building/group trust/work activities

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To clearly understand and know the dangers and hazards when orienteering To clearly understand and know why the students work in pairs when orienteering. To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments

The Challenge / Against the clock

To clearly understand and know why the students work in pairs when orienteering.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards
Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment

All groups will perform in:
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.
Staff will also use core tasks in their assessment of students work.
Students will record PE assessment objective descriptors in their planners

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

Development of climbing bouldering techniques and experiences.
They will also have a developing knowledge and understanding of the numerous aspects needed to ascertain a healthy lifestyle and the numerous career pathways available in this area.

Subject	Boys PE
Term	Cycle 3
Duration (approx.)	14 hours
Module	Cricket

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able perform the basic Cricketing skills of : Receiving, Intercepting, Throwing, Batting, and Bowling to incorporate these into small sided games.

They should also be able to understand and know how to perform these skills and where these are used on a Cricket field.

We also want them to understand and know the simple laws used in the game of Cricket and how players score runs and umpire. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

The students should also develop their knowledge of why they warm up and cool down when performing.

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments

Long and Thin / On Target

They are able to perform the basic Cricketing skills of Receiving, Intercepting, Throwing, Batting (defensive and drives), and Bowling, incorporating these into small sided games.

Wicket keeping is also a focus for positional play.

They also understand and know how to perform these skills and where they are used on a Cricket field.

Students will know and recall the basic fielding positions.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic Cricket skills in Key Stage 2. They should also be capable of striking, catching , sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

They are able to perform the basic Cricketing skills of Receiving, Intercepting, Throwing, Batting (defensive and drives), and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Cricket field. They have developed their understanding and knowledge of the simple laws used in the game of Cricket and how players score runs and umpire.

Subject	Boys PE
Term	Cycle 3
Duration (approx.)	8 hours
Module	Athletics

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To understand that different events demand a variety of styles and techniques. Students should be able to describe the elements of an effective running style and this should be demonstrated in performances over short sprint distances.

A basic semi-crouched sprint start should be used by all students to begin short sprint races and To describe in simple mechanical terms the benefit the crouch position has.

Students will gain experience at basic jumping events, aiming for height and distance and should be able to demonstrate a basic though technically correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Students should also be able to perform the shot putt and discus using a simple pushing and slinging technique from a side-on starting position.

Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

Students to develop more complex techniques, greater understanding of tactics and continue to improve upon running, throwing and jumping skills.

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments

Developing Athletes

Students will gain experience in all track and will be able to demonstrate a basic throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Subject	Girls PE
Term	Cycle 1
Duration (approx.)	7 Hours
Module	Hockey

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be competent in and be able to further develop existing skills of sending receiving and traveling with a ball, i.e. The push pass, receiving a push pass, dribbling with the ball, shooting, and outwitting an opponent. The students should also enhance their performances and creativity through playing small-sided games of hockey and incorporating the refined skills. They will also have an understanding of the basic laws and lines on the pitch that govern the games alongside a developing knowledge of techniques, tactics and compositional ideas to produce efficient and effective outcomes. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. Also, the pupils should start performing the skills in small sided games and to understand and know the foundational principles of the game such as looking up, communication and space.

Skills and concepts to be developed and assessed (linking to identified AOs)

**Core Tasks will be used in assessments
On attack / Wide Attack**

Students focus on acquiring and replicating the skills of sending receiving and travelling with a ball, i.e. The push pass, the hit , dribbling with the bal and beating a player. The pupils have also played and officiated in Small- sided (3 V 3) games of hockey in corpora ting the above skills. They have an understanding of the basic laws.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Summative Assessment

Core Task- Assessment

All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Some pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic Hockey skills in Key Stage 2. They should played small-sided and simplified versions of recognized competitive games of hockey. The pupils should also have common skills and principles, including attack and defense in hockey.

**Spelling-Punctuation-Grammar
How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

A Development of existing skills of sending receiving and travelling with a ball, i.e. The push pass, the hit , dribbling with the bal and beating a player. The pupils have also played and officiated in Small- sided (3 V 3) games of hockey in corpora ting the above skills. They have an understanding of the basic laws that govern the games in which they are playing. and the benefits of a warm – up and a cool down

Subject	Girls PE
Term	Cycle 1
Duration (approx.)	7 Hours
Module	Netball

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able to perform, develop and incorporate the basic fundamental skills of Netball e.g. Passing, Receiving, pivoting, stopping, moving, outwitting opponents and shooting. I also want the students to develop their knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

They should develop their knowledge and understanding of the tactics and strategies used in Netball when attacking and defending. The pupils should be constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses

They should understand the laws and the scoring systems of the game, and recognise the importance of responding to changing situations within the game

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments
On attack / Wide Attack

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment
Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

All groups will perform in:
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

Subject	Girls PE
Term	Cycle 2
Duration (approx.)	8 Hours
Module	Football

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, and to incorporate these into small sided games. To be able to understand and know how to perform these and where these skills are used on a Football pitch. We also want them to understand the simple laws used in the game of Football and the different lines and areas on a pitch. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. I also want them to start performing the skills in small sided games and to understand and know the principles of the game such as looking up, communication and using space

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments
On attack / Wide Attack
They are able to perform the basic Football skills of Passing, Receiving Control, Dribbling, Shooting, and Tackling, incorporating these skills into small games (5 a – side). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space.
Positional play and attacking and defensive phases of play are also developed. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment
Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment
All groups will perform in:
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.
Staff will also use core tasks in their assessment of students work.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic football skills in Key Stage 2. They should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

They are able to perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, incorporating these skills into small games (5 a – side). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch. They also clearly understand why they warm up, stretch and cool down when performing.

Subject	Girls PE
Term	Cycle 2
Duration (approx.)	14 Hours
Module	Fitness

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments:

Ability to lead warm up

Correct use of fitness suite equipment

Setting up and completing fitness test

Understanding components of fitness

Creating and completing circuits

Also, throughout the phases students are constantly asked how to:

Warm up and cool down

The difference between sets and repetitions?

Names of muscles and bones

What are the components of fitness?

What types of training are there?

What are the short term and long term effects?

Formative Assessment/key piece of work prior to end of unit:

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

All groups will perform in: leading a warm up
Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil choses GCSE PE they will revisit this information in their course.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

Link forward: where next for the learning?

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

Subject	Girls PE
Term	Cycle 3
Duration (approx.)	8 hours
Module	Outdoor and Adventure Activities

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features and plan the right course/ team building/group trust/work activities.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To clearly understand and know the dangers and hazards when orienteering To clearly understand and know why the students work in pairs when orienteering. To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments
 The Challenge / Against the clock
 To clearly understand and know why the students work in pairs when orienteering.
 To analyse the area/ map/ and other factors and plan a safe course in the quickest possible time To be able to make decisions about what to do to improve their performance and the performance of others To develop the precision, control and fluency of their skills whilst orienteering To be able to refine and adapt ideas and plans in response to changing circumstances whilst orienteering.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment
 Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards
 Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment
 All groups will perform in:
 Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.
 Staff will also use core tasks in their assessment of students work.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

Development of climbing bouldering techniques and experiences.
 They will also have a developing knowledge and understanding of the numerous aspects needed to ascertain a healthy lifestyle and the numerous career pathways available in this area.

Subject	Girls PE
Term	Cycle 3
Duration (approx.)	8 hours
Module	Rounders

Summative Assessment

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To be able to be able perform the basic Rounders skills of receiving and catching the ball, Intercepting, Throwing, Hitting, Running between posts, postwork, tactics, team work and Bowling to incorporate these into small sided and full sided games of Rounders. They should also be able to understand and know how to perform these skills and where these are used in Rounders. I also want them to understand and know the laws used in the game of Rounders (no ball, balls) and how players score runs and umpire. The students should also develop their knowledge and understanding of the different situations, tactics and strategies found in a game of Rounders and moving body position in stance. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments

Run the Loop / Pairs Play

Students perform the basic Rounders skills of Receiving, Intercepting, Throwing, Batting, and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their understanding and knowledge of the simple laws used in the game of Rounders and how players score runs and umpire.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Some children should have a basic knowledge and understanding of the game. They should have performed, and are able to perform the basic rounders skills in Key Stage 2. They should also be capable of striking, catching, pe office fielding sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

They are able to perform the basic Rounders skills of Receiving, Intercepting, Throwing, Batting, and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their understanding and knowledge of the simple laws used in the game of Rounders and how players score runs and umpire.

Subject	Girls PE
Term	Cycle 3
Duration (approx.)	8 hours
Module	Athletics

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

To understand that different events demand a variety of styles and techniques. Students should be able to describe the elements of an effective running style and this should be demonstrated in performances over short sprint distances.

A basic semi-crouched sprint start should be used by all students to begin short sprint races and To describe in simple mechanical terms the benefit the crouch position has.

Students will gain experience at basic jumping events, aiming for height and distance and should be able to demonstrate a basic though technically correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Students should also be able to perform the shot putt and discus using a simple pushing and slinging technique from a side-on starting position.

Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

Students will record PE assessment objective descriptors in their planners

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Link forward: where next for the learning?

Students to develop more complex techniques, greater understanding of tactics and continue to improve upon running, throwing and jumping skills.

Skills and concepts to be developed and assessed (linking to identified AOs)

Core Tasks will be used in assessments

Developing Athletes

Students will gain experience in all track and will be able to demonstrate a basic throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards