



Learning Partnership

**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

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**Subject:**

**Physical Education - Explore**

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# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	Curriculum developed by Ian Roberts
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students' needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	<p>Our PE curriculum aims to empower every student to experience the joy of movement, develop physical competence, and build confidence in a supportive and inclusive environment. We are committed to fostering a love for physical activity that extends beyond the classroom, promoting lifelong health and well-being.</p> <p><b>Core Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>Inclusive Participation</b> Provide all students, regardless of ability or disability, with opportunities to engage in physical activities that are appropriately adapted to their individual needs.</li> <li>• <b>Skill Development</b> Focus on developing fundamental motor skills, coordination, balance, and agility, tailored to each student's developmental stage and abilities.</li> <li>• <b>Physical and Emotional Well-being</b> Encourage physical activity as a means to enhance physical health, reduce stress, and improve mood, contributing to overall emotional well-being.</li> <li>• <b>Social Skills and Teamwork</b> Use group activities to promote communication, cooperation, and social interaction, helping students build relationships and work collaboratively.</li> <li>• <b>Personal Achievement and Confidence</b> Celebrate individual progress and achievements, fostering self-esteem and a positive attitude towards physical activity.</li> </ul>

- **Holistic Development**

Integrate physical education with other areas of learning to support the development of life skills, independence, and personal responsibility.

#### **Implementation Strategies**

- **Differentiated Instruction:** Tailor activities to meet the diverse needs of students, using appropriate modifications and accommodations to ensure accessibility.
- **Individualized Planning:** Align PE goals with students' Education, Health and Care Plans (EHCPs) to ensure personalized learning outcomes.
- **Varied Activities:** Offer a range of activities, including individual and team sports, dance, and outdoor adventures, to cater to different interests and abilities.
- **Positive Reinforcement:** Use praise and encouragement to motivate students, focusing on effort and improvement rather than competition.
- **Collaborative Learning:** Encourage peer support and teamwork, fostering an inclusive and supportive learning environment.

#### **Impact**

By the end of their time at our school, students will have developed:

- A positive attitude towards physical activity and a recognition of its importance for health.
- Improved physical skills and coordination appropriate to their abilities.
- Enhanced social skills and the ability to work effectively with others.
- Increased confidence and self-esteem through personal achievements.
- A foundation for lifelong participation in physical activity and sport.

This intent statement serves as a foundation for developing a PE curriculum that is both inclusive and enriching, ensuring that all students have the opportunity to thrive physically, socially, and emotionally through physical education and outdoor learning

<b>National Curriculum Aims</b>	<p><b>Primary</b></p> <p><b>KS1</b></p> <p><b>Gross Motor Skills</b></p> <p>Children should be able to:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>2. Fine Motor Skills (ELG)</b></p> <p>Children should be able to:</p> <p>Hold a pencil effectively in preparation for fluent writing, Use a range of small tools (e.g., scissors, cutlery). Show accuracy and care when drawing</p> <p><b>Physical Development also includes:</b></p> <p>Building core strength and coordination</p> <p>Developing independence in movement and personal care</p> <p>Learning through active play, indoors and outdoors</p> <p><b>KS2</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Be physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives</li> </ul> <p><b>Pupils should be taught to:</b></p> <p><b>Master basic movements</b> including:</p> <p>Running, jumping, throwing, and catching</p> <p>Begin to apply these in a range of activities</p> <p><b>Develop balance, agility and coordination</b>, and begin to apply these in a range of activities</p> <p><b>Participate in team games</b>, developing simple tactics for attacking and defending</p> <p><b>Perform dances</b> using simple movement patterns and sequences</p> <p><b>KS3</b></p> <p><b>Gross Motor Skills</b></p> <p>Children should be able to:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>2. Fine Motor Skills (ELG)</b></p> <p>Children should be able to:</p> <p>Hold a pencil effectively in preparation for fluent writing, Use a range of small tools (e.g., scissors, cutlery). Show accuracy and care when drawing</p> <p><b>Physical Development also includes:</b></p> <p>Building core strength and coordination</p> <p>Developing independence in movement and personal care</p> <p>Learning through active play, indoors and outdoors</p>
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KS4	<p>Pupils should:</p> <ul style="list-style-type: none"><li>• Develop competence to excel in a broad range of physical activities</li><li>• Be physically active for sustained periods of time</li><li>• Engage in competitive sports and activities</li><li>• Lead healthy, active lives</li></ul> <p><b>Pupils should be taught to:</b></p> <p><b>Master basic movements</b> including: Running, jumping, throwing, and catching Begin to apply these in a range of activities</p> <p><b>Develop balance, agility and coordination</b>, and begin to apply these in a range of activities</p> <p><b>Participate in team games</b>, developing simple tactics for attacking and defending</p> <p><b>Perform dances</b> using simple movement patterns and sequences</p>
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	<b>Primary</b>
Autumn A	<p><b>Topic: Fundamental Movement</b></p> <p><b>Knowledge:</b> <b>Movement &amp; Spatial Awareness</b></p> <p><b>Theme:</b> Exploring Movement</p> <p>In this unit, pupils will develop their ability to explore movement using their whole body in response to different instructions, stimuli, and environments. They will experiment with moving in different directions, speeds, and levels—such as crawling, walking, rolling, and jumping—and begin to control their movements with greater confidence. Pupils will also develop awareness of personal space, begin to follow simple movement patterns, and learn how movement can express feelings or ideas.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Revisiting locomotor skills: running, hopping, jumping, skipping</li> <li>• Dodging and changing direction</li> <li>• Introduction to sequences of movement</li> <li>• Warm-up routines and safe stretching</li> <li>• Games: traffic lights, tag variations, shadow copying</li> </ul>
Autumn B	<p><b>Ball Skills &amp; Team Games</b></p> <p><b>Knowledge:</b></p> <p><b>Theme:</b> Rolling, Throwing, Catching</p> <p>In this unit, pupils will develop their ability to roll, throw, and catch a variety of objects with increasing control and coordination. They will explore how to use two hands or one hand depending on the size and shape of the object, and practise aiming towards a target or partner. Pupils will also begin to participate in simple team games that involve turn-taking, following basic rules, and working with others, helping to build communication, cooperation, and spatial awareness in a shared environment</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Underarm and overarm throwing</li> <li>• Catching with two hands and beanbags/balls</li> <li>• Partner and group activities</li> <li>• Small-sided games: throw-and-catch relay, “crocodile river”</li> </ul> <p>Intro to invasion games concepts (space, direction, teamwork)</p>
Spring A	<p><b>Gymnastics Fundamentals</b></p> <p><b>Knowledge:</b></p> <p><b>Theme:</b> Shape, Travel, and Balance</p> <p>In this unit, pupils will develop their ability to create and hold a variety of body shapes, travel in different ways, and balance with control and stability. They will explore moving over, under, and around equipment, and practise balancing on different body parts, both still and in motion. Pupils will also begin to link simple movements together and develop confidence in using space safely, showing awareness of their own body and others around them.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Balancing on one, two, or more points</li> <li>• Travelling in different ways (roll, crawl, leap, stretch)</li> <li>• Using apparatus: benches, mats, climbing frames</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating short sequences of 2-3 movements</li> <li>• Pairs work: mirror and match</li> </ul>
Spring B	<p><b>Ball Skills &amp; Team Games</b></p> <p><b>Knowledge:</b></p> <p><b>Theme:</b> <i>Kicking, Dribbling, Aiming</i></p> <p>In this unit, pupils will develop their ability to use their feet to move and control a ball with increasing coordination. They will explore kicking towards a target, dribbling the ball in different directions, and stopping or trapping the ball with control. Pupils will also take part in simple team games that encourage turn-taking, following instructions, and aiming towards shared goals, helping to build confidence, teamwork, and spatial awareness.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Dribbling with feet and controlling a ball</li> <li>• Passing and receiving (feet and hands)</li> <li>• Aiming at targets (cones, hoops, zones)</li> <li>• Games that introduce attacking and defending</li> <li>• Working in small teams</li> </ul>
Summer A	<p><b>Topic: Athletics Celebration and Consolidation of skills</b></p> <p><b>Knowledge</b></p> <p><b>Theme:</b> <i>Run, Jump, Throw</i></p> <p>In this unit, pupils will develop their ability to run with control and coordination, jump with balance and power, and throw objects using different techniques. They will practise combining these fundamental athletic skills in a variety of activities and challenges, focusing on improving their personal bests and understanding safe movement. Pupils will also learn to follow simple rules, take turns, and support others during individual and group tasks</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Sprinting and jogging with good posture</li> <li>• Jumping for height and distance (2-foot take-off)</li> <li>• Throwing for accuracy and distance (foam javelins, beanbags, balls)</li> <li>• Simple relays and obstacle races</li> <li>• Sports day practice: teamwork, cheering, and celebration</li> </ul>
Summer B	<p><b>Topic: Outdoor Education Outside Play and Wellbeing (including COJO)</b></p> <p><b>Knowledge:</b></p> <p><b>Theme:</b> <i>Fun, Fitness, Outdoor Play and Commando Joe Intro</i></p> <p>In this unit, pupils will develop their ability to participate confidently in outdoor activities that support their physical health, emotional wellbeing, and social skills. They will explore natural environments, practise problem-solving, teamwork, and communication, and learn to manage risks safely. Pupils will be introduced to the Commando Joe approach, engaging in exciting challenges and missions designed to build resilience, leadership, and cooperation in a fun and supportive outdoor setting.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Running races, relays, egg-and-spoon</li> <li>• Jumping (two feet, over objects)</li> <li>• Mini obstacle courses using outdoor equipment</li> <li>• Working in teams and encouraging others</li> <li>• Sports Day games and celebration of movement</li> </ul>

	<ul style="list-style-type: none"> <li>• Forest Exploration / Independence</li> <li>• Making shelters / dens</li> <li>• Bushcraft skills</li> </ul>
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KS3	Year 7	Year 8	Year 9
Autumn A	<b>Topic: Movement Exploration:</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to move confidently in a range of ways by exploring walking, running, jumping, crawling, rolling, and climbing. They will begin to understand how their body moves in space, learn the names of key body parts, and practise using different directions, levels, and speeds. Pupils will also build awareness of safe movement, spatial awareness, and cooperation with others while engaging in simple movement challenges.	<b>Topic: Target &amp; Object Control</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to aim, throw, roll, and catch using a variety of equipment. They will learn how to control the force and direction of their movements and work with increasing accuracy when aiming at targets.	<b>Topic: Adapted Target Games</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to play target-based games with clear rules and roles. They will apply their throwing, aiming, and positional skills to games like Boccia, New Age Curling, or target bowling in a supportive environment.
	<b>Skills:</b> Walking, running, jumping, climbing, crawling (gross motor circuits, obstacle courses)	<b>Skills:</b> Controlled throwing, rolling, aiming with improved grip and arm action Aiming, rolling, throwing with increasing control through use of bean bags, Velcro targets, large balls	<b>Skills:</b> Applying throwing accuracy, turn-taking, understanding game objectives, boccia, new age kurling, simplified bowling and target / archery games
Autumn B	<b>Topic: Introduction to Invasion Games</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to participate in basic movement-based games that involve travelling with and without equipment, working with a partner, and understanding simple rules such as turn-taking, tagging, and scoring	<b>Topic: Controlled Movement &amp; Passing</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to pass and receive objects such as balls, beanbags, or balloons using increased control. They will work with a partner or group, following simple rules to practise teamwork in adapted games.	<b>Topic: Conditioned Team Games</b> <b>Knowledge:</b> In this unit, pupils will develop their ability to participate in small-sided adapted team games, using basic tactics such as passing to space or marking a player. They will follow rules more independently and understand simple attacking and defending roles.
	<b>Skills:</b> Moving safely in shared space, basic passing, tracking a ball Simple movement-based games (e.g. tag, capture zones, passing with large balls)	<b>Skills:</b> Improved control in passing, soft catching, simple team movement Bounce passes, rolling passes, using hoops and bean bags	<b>Skills:</b> Playing in teams, using adapted rules, applying 1-2 skills in games 3v3 simplified football or basketball with adapted scoring and zones

Spring A	Topic: Balance & Coordination through Creative Movement	Topic: Gymnastics / Dance Rhythm & Repetition	Topic: Performance through dance, gymnastics and Creative arts
	<p><b>Knowledge:</b> In this unit, pupils will develop their ability to balance, roll, and move in different ways using floor mats and low apparatus. They will begin to create short movement patterns and build control and confidence in a safe environment. Pupils will also have the opportunity to develop their ability to move expressively and creatively using music, stories, and themes. They will explore how to use their body to show emotions, animals, or objects and begin to copy and respond to movement patterns.</p> <p><b>Skills:</b> Travelling in different ways, balancing, simple static holds (mats, low beams, floor shapes. Exploring tempos different, body shapes, copying movement</p>	<p><b>Knowledge:</b> In this unit, pupils will develop their ability to create and remember short sequences of movement including balances, rolls, and jumps. They will use floor and apparatus safely and explore different ways of linking actions with fluency. Pupils will also have the opportunity to develop their ability to repeat and build movement patterns using music or visual cues. They will learn how to use rhythm, timing, and props (such as scarves or ribbons) to create simple, expressive sequences.</p> <p><b>Skills:</b> Linking 2-3 movements, timing with a partner, holding shapes Copy and create 2-3 movement sequences (e.g. roll + balance + shape) Using simple movement phrases, working with ribbons or props</p>	<p><b>Knowledge:</b> In this unit, pupils will develop their ability to work with a partner or group to create and perform a short gym or dance routine. They will practise giving and receiving feedback and performing movements in a set order with increasing confidence. Pupils will develop their ability to create, practise, and share a group movement or dance performance with others. They will learn how to take on a role in a team, support each other, and reflect positively on performances.</p> <p><b>Skills:</b> Performing simple sequences, evaluating using prompts or symbols, Composing small routines phrases with partner mirroring, sequencing to music. Performing in a group, remembering simple patterns, responding to music cues</p>
Spring B	<p><b>Topic: Outdoor Education and personal wellbeing</b> <b>COJO</b> <b>Adventure &amp; Team Tasks</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to work in pairs and small groups to move through simple obstacle courses and outdoor environments. They will practise listening, following instructions, and helping each other to complete challenges.</p> <p><b>Understanding &amp; Personal Development:</b> <b>Building Resilience</b> Learning to keep going when things are tough.</p> <p><b>Self-awareness &amp; Reflection</b> Students will reflect on their own strengths, weaknesses, and personal growth.</p>	<p><b>Topic: Outdoor Education and Social wellbeing</b> <b>COJO</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to follow simple routes using symbols, pictures, or basic maps. They will explore how to travel safely through different spaces, respond to instructions, and use direction words (left, right, forward).</p> <p><b>Understanding &amp; Personal Development:</b> <b>Teamwork and Leadership -</b> Understanding how to support others in a team. Taking responsibility and showing initiative.</p> <p><b>Resilience and determination -</b> Learning to keep going when things are tough and</p>	<p><b>Topic: Outdoor Education, Independence and Emotional Wellbeing</b> <b>COJO</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to plan and complete simple outdoor challenges in pairs or small groups. They will use maps or visual cues to solve problems, make decisions, and reflect on what worked well.</p> <p><b>Understanding &amp; Personal Development:</b> <b>Problem Solving and Adaptability</b> Thinking on your feet in unfamiliar and difficult situations. Using limited resources creatively. Overcoming obstacles through trial and error.</p> <p><b>Resilience and determination</b></p>

	<p>the importance of mental strength and focus.</p> <p><b>Problem Solving and Adaptability</b> Thinking on your feet in unfamiliar and difficult situations. Overcoming obstacles through trial and error.</p> <p><b>Self-awareness and Reflection</b> Encourages students to reflect on their own strengths</p>	<p>Learning to keep going when things are tough. The importance of mental strength and focus.</p> <p><b>Teamwork and Leadership</b> Understanding how to support others in a team. Taking responsibility and showing initiative.</p> <p><b>Self-awareness and Reflection</b> Students will reflect on their own strengths, weaknesses, and personal growth.</p>	
	<p><b>Skills:</b> Listening, following instructions, moving together</p> <p><b>Survival challenges:</b> Building shelters, purifying water, orientating maps</p> <p><b>Problem-solving tasks:</b> Crossing “rivers”, “jungles”, or building teamwork.</p>	<p><b>Skills:</b> Navigating simple courses with visual aids, planning with a partner</p> <p><b>Survival challenges:</b> Building shelters, purifying water,</p> <p><b>Problem-solving tasks:</b> Crossing “rivers”, “jungles”, or building teamwork.</p> <p><b>Role-play: Navigating</b> conflict, making leadership decisions and co-operative work.</p>	<p><b>Skills:</b> Leading/choosing routes, adapting plans, using symbols independently</p> <p><b>Survival challenges:</b> Building shelters, purifying water, cooking for food, making fires</p> <p><b>Problem-solving tasks:</b> Crossing “rivers”, “jungles”, or building rafts using teamwork.</p> <p><b>Paired Orienteering</b> - Navigating , map reading, understanding coordinates, understanding compass points and directions of travel. Creating stories to navigate.</p> <p>Reflection journals: Students write about what they learned or how they felt during tasks.</p> <p><b>Route Following &amp; Symbols:</b> Orienteering with photo maps, shape hunts, directional games, treasure hunts</p>
Summer A	<p><b>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to move at different speeds and explore running, jumping, and throwing through simple challenges.</p>	<p><b>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to improve the control, accuracy, and coordination of their running, jumping, and throwing skills.</p>	<p><b>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to take part in simplified or adapted athletic events in a safe and supportive setting.</p>
	<p><b>Skills:</b></p>	<p><b>Skills:</b> Basic Skills and developing fundamental movements through athletics activities,</p>	<p><b>Skills:</b> Development of skills and competition through Athletics activities, running,</p>

	<p>Fundamentals of movement through athletics activities, running, jumping, throwing. They will learn how to:</p> <ul style="list-style-type: none"> <li>Travel safely and with purpose</li> <li>Change speed and direction</li> <li>Use different throwing actions (e.g. underarm, push)</li> <li>Jump for height and distance using mats or zones</li> </ul> <p>Understand the idea of personal bests and taking turns</p>	<p>running, jumping, throwing. They will learn how to:</p> <ul style="list-style-type: none"> <li>Start and stop running more independently</li> <li>Use push, pull, and sling throwing actions with different equipment (e.g. foam javelin, beanbags)</li> <li>Jump from one and two feet with increased balance and landing control</li> <li>Record their own efforts using symbols or pictures</li> <li>Compare performances over time</li> </ul>	<p>jumping, throwing and teamwork</p> <p>They will learn how to:</p> <ul style="list-style-type: none"> <li>Participate in relay-style running or target-based throwing events</li> <li>Apply jumping and throwing techniques in turn-based formats</li> <li>Work towards individual or team goals</li> <li>Follow event routines (e.g. order of activity, simple scoring)</li> <li>Support and encourage peers, recognising effort and progress</li> </ul>
Summer B	<p><b>Topic: Striking and Fielding</b> <b>Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to strike a ball using their hand, a bat, or racquet with support. They will explore how to roll, throw, and catch large soft equipment and begin to understand how to take turns and field in a group activity.</p> <p><b>Skills:</b> Introduction to the Fundamentals of movement through striking and fielding games, including Rolling to hit targets, batting off a tee, catching large foam balls.</p>	<p><b>Topic: Striking and Fielding</b> <b>Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to hit, bowl, and receive a ball with improved control and accuracy. They will learn how to use equipment correctly and practise striking and fielding skills with a focus on technique and safety.</p> <p><b>Skills:</b> Basic Fundamentals of movement through striking and fielding games including Bowling toward zones, 1:1 batting games, underarm throws to moving targets</p>	<p><b>Topic: Striking and Fielding</b> <b>Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to apply their striking and fielding skills in mini versions of games such as rounders or cricket. They will practise rotating positions, scoring, and working as part of a team under simple rules.</p> <p><b>Skills:</b> Refined Fundamentals of movement through striking and fielding games Underarm bowling, controlled bat contact, catching while moving Participating in short adapted games, scoring, rotating positions</p>

KS4	Year 10	Year 11
Autumn A	<p><b>Topic: Refining Skills and movements within Invasion Games</b></p> <p><b>Knowledge:</b> In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in invasion games. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p>	<p><b>Topic: Consolidating Skills and movements within Invasion Games</b></p> <p><b>Knowledge:</b> In this unit pupils will focus on developing team attacking and defending strategies and techniques required take part in competitive games. Development of the basic invasion games skills will allow individuals to influence a game or pressurised situation. In all games.</p>

	<p><b>Skills:</b> Fundamentals of movement through Invasion Games and Cooperative Play Passing, control, dribbling and shooting in a static environment</p>	<p><b>Skills:</b> Basic skills and Independence through invasion games. Applying Skills in Games, Developing Techniques Passing, control, dribbling and shooting in a dynamic environment</p>
Autumn B	<p><b>Topic: Health related Fitness</b></p> <p><b>Knowledge:</b> In this unit pupils will learn and accurately replicate specific techniques in a range of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.</p> <p><b>Skills:</b> Fundamentals of movement through Health Related Fitness Can undertake an exercise session including warm up and cool down with support and can copy exercises from demonstrations or skills cards</p>	<p><b>Topic: Health Related Fitness</b></p> <p><b>Knowledge:</b> In this unit pupils will be encourage to experience specific fitness based skills in a range of different contexts. To further develop an ability to evaluate and assess movements and techniques to produced refined outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks. Pupil will develop confidence in movement and test mental capacity through linked heart rate to exercise.</p> <p><b>Skills:</b> Basic skills and Independence through Health Related fitness Can undertake an exercise session including warm up and cool down with limited support and can choose exercises from demonstrations or skills cards</p>
	<p><b>Topic: Net / Wall Games – Balloon volleyball</b></p> <p><b>Knowledge:</b> In this unit pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball. They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate volleyball games.</p> <p><b>Skills:</b> Fundamentals of movement through net and wall games Underarm Serving Hand eye coordination Independence Volley Spike Teamwork and collaboration</p>	<p><b>Topic: Net / Wall Games, Pickleball / Short tennis</b></p> <p><b>Knowledge:</b> In this unit pupils will replicate the core skills necessary to outwit opponents in competitive games. Pupils will develop their understanding of tactics and play shots within a rally more consistently. To develop physical literacy skills and personal bests. Pupil should begin to accurately score and officiate pickleball and short tennis games.</p> <p><b>Skills:</b> Basic skills and Independence through net and wall Serve underarm (1 bounce or volley) Forehand groundstroke Backhand groundstroke Volley Net shot Points Scoring Knowledge and understanding of the rules and regulations</p>
Spring A	<p><b>Topic: Outdoor Education and personal well being COJO</b></p> <p><b>Knowledge:</b> <b>Understanding &amp; Personal Development:</b> <b>Building Resilience</b></p>	<p><b>Topic: Outdoor Education and Social well being COJO</b></p> <p><b>Knowledge:</b> <b>Understanding &amp; Personal Development:</b> <b>Teamwork and Leadership</b></p>

	<p>Learning to keep going when things are tough.</p> <p><b>Self-awareness and Reflection</b> Students will reflect on their own strengths, weaknesses, and personal growth.</p>	<p>Understanding how to support others in a team. Taking responsibility and showing initiative.</p> <p><b>Resilience and determination</b> Learning to keep going when things are tough and the importance of mental strength and focus.</p> <p><b>Problem Solving and Adaptability</b> Thinking on your feet in unfamiliar and difficult situations. Overcoming obstacles through trial and error.</p> <p><b>Self-awareness and Reflection</b> Encourages students to reflect on their own strengths</p>
	<p><b>Skills:</b> <b>Survival challenges:</b> Building shelters, purifying water, orientating maps <b>Problem-solving tasks:</b> Crossing “rivers”, “jungles”, or building teamwork.</p>	<p><b>Skills:</b> <b>Survival challenges:</b> Building shelters, purifying water, <b>Problem-solving tasks:</b> Crossing “rivers”, “jungles”, or building teamwork. <b>Role-play: Navigating</b> conflict, making leadership decisions.</p>
Summer A	<p><b>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.</p> <p><b>Skills:</b> Fundamentals of movement through athletics activities, running, jumping, throwing</p>	<p><b>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit, pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity.</p> <p><b>Skills:</b> Basic Skills and Independence through Athletics activities, running, jumping, throwing and adaptation to distance</p>
Summer B	<p><b>Topic: Striking and Fielding, Tee Ball/Kwik Cricket/Rounders</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to hit, bowl, and receive a ball with improved control and accuracy. They will learn how to use equipment correctly and practise striking and fielding skills with a focus on technique and safety.</p> <p><b>Skills:</b> Fundamentals of movement through striking and fielding games Hand-eye coordination: Fielding Skills – Catching and Throwing Overarm or underarm depending on distance Stopping the ball</p>	<p><b>Topic: Striking and Fielding, Tee Ball/Kwik Cricket/Rounders</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to apply their striking and fielding skills in mini versions of games such as rounders or cricket. They will practise rotating positions, scoring, and working as part of a team under simple rules.</p> <p><b>Skills:</b> Fundamentals of movement through striking and fielding games including application into games and understanding of how and when to apply skills, Improved and refined the following skills Hand-eye coordination: Grip and stance</p>

	<p>Movement and Positioning Batting and Running</p>	<p>Swing technique and Timing Fielding Skills – Catching and Throwing Overarm or underarm depending on distance Step and throw in one motion Stopping the ball using long and short barrier Movement and Positioning Batting and Running</p>
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