



Learning Partnership

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

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

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**Subject:**

**Physical Education - Inspire**

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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: 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: 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> Building core strength and coordination Developing independence in movement and personal care 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> <b>Master basic movements</b> including: Running, jumping, throwing, and catching Begin to apply these in a range of activities <b>Develop balance, agility and coordination</b>, and begin to apply these in a range of activities <b>Participate in team games</b>, developing simple tactics for attacking and defending <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: 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: 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> Building core strength and coordination Developing independence in movement and personal care Learning through active play, indoors and outdoors</p>
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<b>KS4</b>	<p><b>Pupils should:</b></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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KS3	Year 7	Year 8	Year 9
Autumn A	<b>Topic: Invasion Games</b>  <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.	<b>Topic: Invasion Games</b>  <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.	<b>Topic: Invasion Games</b>  <b>Knowledge:</b> In this unit pupils will focus on implementing and refining core skills as a team and as individuals to outwit opponents. Teams will be expected to plan strategies and implement them in competitive games. In all activities, the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Pupils will be given the opportunity to officiate and coach small groups and understand the importance of teamwork
	<b>Skills:</b> Fundamentals of movement through Invasion Games and Cooperative Play Passing, control, dribbling and shooting in a static environment	<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	<b>Skills:</b> Development of skills through invasion games. Tactical Awareness, Competitive Play, Fitness Understanding Passing, control, dribbling and shooting in a changing and opposed environment
Autumn B	<b>Topic: HRF</b>  <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.	<b>Topic: HRF</b>  <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.	<b>Topic: HRF</b>  <b>Knowledge:</b> In this unit pupils will further develop specific fitness based skills in a range of different challenges. Will improve the ability to evaluate and refine movements. Pupils will further investigate ways of warming up and the importance of health through completion of physical activities. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout.
	<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	<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	<b>Skills:</b> Development of skills through Health Related Fitness Can undertake an exercise session including warm up and cool down without support and can adapt exercises from demonstrations or skills cards

Spring A	<b>Topic: Net/Wall Games, Balloon volleyball</b>	<b>Topic: Net/Wall Games, Pickleball/Short tennis</b>	<b>Topic: Net/Wall Games, Table tennis</b>
<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.	<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.	<b>Knowledge:</b> In this unit pupils will replicate the core skills necessary to outwit opponents with limited time to react. Pupils will focus on how to use basic principles of attack to produce successful outcomes. To develop physical literacy skills and personal bests. Pupil should begin to accurately score and officiate table tennis games.	
	<b>Skills:</b> Fundamentals of movement through net and wall games	<b>Skills:</b> Basic skills and Independence through net and wall	<b>Skills:</b> Development of skills through Net and Wall games
<b>Topic: Outdoor Education and personal wellbeing, COJO Understanding Self</b>	<b>Topic: Outdoor Education and Social wellbeing, COJO Working cooperatively with others</b>	<b>Topic: Outdoor Education, Independence and Emotional Wellbeing, COJO working in collaboration and independently</b>	
	<b>Knowledge:</b> Understanding & Personal Development: Building Resilience Learning to keep going when things are tough. Self-awareness and Reflection Students will reflect on their own strengths, weaknesses, and personal growth.	<b>Knowledge:</b> Understanding & Personal Development: Teamwork and Leadership Understanding how to support others in a team. Taking responsibility and showing initiative. Resilience and determination Learning to keep going when things are tough and the importance of mental strength and focus. Problem Solving and Adaptability Thinking on your feet in unfamiliar and difficult situations. Overcoming obstacles through trial and error. Self-awareness and Reflection Encourages students to reflect on their own strengths	<b>Knowledge:</b> <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. <b>Resilience and determination</b> Learning to keep going when things are tough. The importance of mental strength and focus. <b>Teamwork and Leadership</b> Understanding how to support others in a team. Taking responsibility and showing initiative. <b>Self-awareness and Reflection</b> Students will reflect on their own strengths, weaknesses, and personal growth.

	<p><b>Skills:</b> Survival challenges: Building shelters, purifying water, orientating maps Problem-solving tasks: Crossing “rivers”, “jungles”, or building teamwork.</p>	<p><b>Skills:</b> Survival challenges: Building shelters, purifying water, Problem-solving tasks: Crossing “rivers”, “jungles”, or building teamwork. Role-play: Navigating conflict, making leadership decisions.</p>	<p><b>Skills:</b> Survival challenges: Building shelters, purifying water, cooking for food, making fires Problem-solving tasks: Crossing “rivers”, “jungles”, or building rafts using teamwork. Orienteering - Navigating , map reading, understanding coordinates, understanding compass points and directions of travel. Creating stories to navigate. Reflection journals: Students write about what they learned or how they felt during tasks.</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>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>Topic: Athletics</b></p> <p><b>Knowledge:</b> In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout.</p>
	<p><b>Skills:</b> Fundamentals of movement through athletics activities, running, jumping, throwing. Including spatial awareness</p>	<p><b>Skills:</b> Basic Skills and Independence through Athletics activities, running, jumping, throwing and adaptation to distance</p>	<p><b>Skills:</b> Development of skills and competition through Athletics activities, running, jumping, throwing and teamwork</p>
Summer B	<p><b>Topic: Striking and Fielding Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit pupils will replicate and improve core skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and</p>	<p><b>Topic: Striking and Fielding Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit pupils focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an</p>	<p><b>Topic: Striking and Fielding Tee Ball / Kwik Cricket</b></p> <p><b>Knowledge:</b> In this unit pupils will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler. Development of decision making skills will be encouraged through</p>

	<p>running between bases to score runs. Pupil should develop physical literacy/body movement competence and begin to accurately score games.</p> <p><b>Skills:</b> Fundamentals of movement through striking and fielding games</p>	<p>opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.</p> <p><b>Skills:</b> Fundamentals of movement through striking and fielding games</p>	<p>game play. Pupil should independently be able to score and officiate rounders games.</p> <p><b>Skills:</b> Fundamentals of movement through striking and fielding games</p>
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KS4	Year 10	Year 11
Autumn A	<p><b>Topic: Team Games Specialisation</b> <b>Btec Unit: Taking Part in Team Sport (invasion games)</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to participate effectively in invasion games by learning and practising fundamental skills such as passing, receiving, and basic defending. They will understand simple rules and tactics, work cooperatively with teammates, and begin to communicate effectively during play. Pupils will also develop an appreciation of fair play, teamwork, and following instructions</p> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Show a basic tactical awareness and react to opponent's pressure in a small sided game.</li> <li>2. Use understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to attack and defend with confidence.</li> <li>3. Demonstrate a level of awareness and respond to changing situations by adapting and refining their skills and techniques.</li> </ol>	<p><b>Topic: Team Games Specialisation</b> <b>Btec Unit: Taking Part in Team Sport (invasion games)</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to participate effectively in invasion games by understanding basic rules, tactics, and teamwork principles. They will practise key skills such as passing, receiving, moving into space, and defending, while learning to communicate and cooperate with teammates. Pupils will also develop awareness of fair play, respect for others, and the importance of following instructions to contribute positively to team performance.</p> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Show a basic ability to control the ball and pass in reaction to pressure in a competitive small sided game.</li> <li>2. Work effectively in a small team to attack and defend in adapted and refine game situations. Use core skills with some competence.</li> <li>3. Shows a sound level of tactical awareness and can easily adapt core skills and techniques to a changing environment.</li> </ol>
	<p><b>Topic: Entry Level HRF</b> <b>Btec Unit: Training for Fitness</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to understand the basic components of fitness and the principles of training. They will learn to participate in different types of fitness activities, such as aerobic exercises, strength training, and flexibility work, and begin to plan simple training sessions. Pupils will also learn about the importance of warming up, cooling down, and exercising safely to improve their overall fitness</p> <p><b>Skills:</b></p>	<p><b>Topic: Entry Level HRF</b> <b>Btec Unit: Training for Fitness</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to understand the components of fitness and how different types of training can improve physical health and performance. They will learn to plan, participate in, and evaluate fitness training activities, including aerobic and anaerobic exercises, strength, flexibility, and endurance workouts. Pupils will also gain knowledge of safe training practices, the importance of warming up and cooling down, and how to set personal fitness goals to monitor their progress</p> <p><b>Skills:</b></p>

	<p><b>Fundamental Movement Skills (FMS)</b></p> <ul style="list-style-type: none"> <li>• Running, jumping, hopping</li> <li>• Catching, throwing, kicking</li> <li>• Balancing, skipping, dodging</li> </ul> <p><b>Health-Related Fitness Skills</b></p> <ul style="list-style-type: none"> <li>• Performing warm-up and cool-down exercises</li> <li>• Basic stretching techniques (e.g., static and dynamic stretching)</li> <li>• Introduction to circuit training and bodyweight exercises</li> <li>• Participating in aerobic activities like jogging, skipping, or team games</li> </ul> <p><b>Skill-Related Fitness</b></p> <ul style="list-style-type: none"> <li>• Developing agility, balance, coordination, speed, and reaction time through games and drills</li> <li>• Simple agility drills (e.g., cone drills, ladder drills)</li> </ul> <p><b>5. Personal Fitness Knowledge</b></p> <ul style="list-style-type: none"> <li>• Setting simple personal fitness goals</li> <li>• Understanding the importance of hydration and nutrition</li> <li>• Learning the benefits of regular physical activity</li> </ul> <p><b>6. Teamwork &amp; Participation</b></p> <ul style="list-style-type: none"> <li>• Following rules and instructions in group fitness tasks</li> <li>• Encouraging peers and showing sportsmanship</li> <li>• Understanding the role of physical activity in mental and emotional health</li> </ul>	<p><b>Improved Physical Fitness Skills</b></p> <p><b>Advanced bodyweight exercises</b> (e.g., push-ups, planks, burpees, squats)</p> <ul style="list-style-type: none"> <li>• <b>Improved aerobic capacity</b> through sustained running, HIIT, and team sports</li> <li>• <b>Core strength development</b> and stability training</li> </ul> <p><b>Deeper Understanding of Fitness Components</b></p> <ul style="list-style-type: none"> <li>• Application of the <b>5 components of health-related fitness</b> in workouts: <ul style="list-style-type: none"> <li>◦ Cardiovascular endurance</li> <li>◦ Muscular strength</li> <li>◦ Muscular endurance</li> <li>◦ Flexibility</li> <li>◦ Body composition</li> </ul> </li> </ul> <p><b>3. Fitness Planning and Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Creating and following a <b>basic personal fitness plan</b></li> <li>• Setting <b>SMART fitness goals</b></li> <li>• Tracking fitness progress through logs or apps</li> </ul> <p><b>Knowledge of Exercise Principles</b></p> <ul style="list-style-type: none"> <li>• Understanding and applying: <ul style="list-style-type: none"> <li>◦ <b>FITT Principle</b> (Frequency, Intensity, Time, Type)</li> <li>◦ <b>Progressive overload</b></li> <li>◦ <b>Rest and recovery</b></li> <li>◦ <b>Specificity and variation</b></li> </ul> </li> </ul> <p><b>Use of Fitness Equipment</b></p> <ul style="list-style-type: none"> <li>◦ Resistance bands</li> <li>◦ Gym or school fitness circuit stations</li> </ul> <p><b>Lifestyle and Health Awareness</b></p> <ul style="list-style-type: none"> <li>• The role of exercise in <b>preventing lifestyle diseases</b> (e.g., obesity, diabetes)</li> <li>• The importance of <b>mental health and well-being</b> through regular physical activity</li> <li>• Basic understanding of <b>nutrition and hydration</b> for fitness</li> </ul> <p><b>7. Teamwork, Communication &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>• Leading warm-ups or small group activities</li> <li>• Practicing communication and motivation within group fitness or team settings</li> <li>• Demonstrating <b>initiative and responsibility</b> for one's own fitness</li> </ul>
Spring A	<p><b>Topic: Net / Wall Games</b></p> <p><b>Pickleball / short tennis / Table Tennis</b></p>	<p><b>Topic: Net / Wall Games</b></p> <p><b>Pickleball / short tennis / Table Tennis</b></p>

Btec Unit: Taking part in individual sports	Btec Unit: Taking part in individual sports
<p><b>Knowledge:</b> required for Pickleball, Short Tennis, and Table Tennis, including serving, rallying, striking, and scoring. They will practise hand-eye coordination, timing, and movement strategies specific to each sport, while understanding the rules and etiquette involved. Pupils will also build confidence in competing individually, developing focus, tactical awareness, and sportsmanship.</p> <p><b>Skills:</b></p> <p><b>Grip &amp; Paddle Control</b></p> <ul style="list-style-type: none"> <li>Learning how to hold the paddle correctly</li> <li>Controlling shots with a short swing</li> </ul> <p><b>Basic Shots</b></p> <ul style="list-style-type: none"> <li>Forehand and backhand groundstrokes</li> <li>Underhand serve (diagonal into the service box)</li> <li>Introduction to the dink shot (soft shot over the net)</li> </ul> <p><b>Movement &amp; Footwork</b></p> <ul style="list-style-type: none"> <li>Positioning behind the baseline for serve return</li> <li>Advancing to the net while respecting kitchen rules</li> <li>Basic lateral movement drills</li> </ul> <p><b>Game Play</b></p> <ul style="list-style-type: none"> <li>Short rallies (cooperative and competitive)</li> <li>Playing mini-games to apply learned skills</li> </ul> <p><b>Communication &amp; Team Play</b></p> <ul style="list-style-type: none"> <li>Calling shots and working with a partner</li> <li>Rotating positions during doubles play</li> </ul>	<p><b>Knowledge:</b> In this unit pupils will focus on consistently replicating core skills through conditioned situations. Pupils will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games. In this unit pupils will focus on consistently replicating core skills through conditioned situations. Pupils will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.</p> <p><b>Skills:</b></p> <p><b>Basic Game Knowledge</b></p> <ul style="list-style-type: none"> <li>Scoring system (games to 11, alternating serves every 2 points)</li> <li>Knowing when to serve and receive</li> </ul> <p><b>Grip and Stance</b></p> <ul style="list-style-type: none"> <li>Learning the correct <b>grip</b>: <ul style="list-style-type: none"> <li><i>Shakehand grip</i> (most commonly taught at entry level)</li> </ul> </li> <li>Basic <b>ready position</b> and athletic stance: <ul style="list-style-type: none"> <li>Feet shoulder-width apart, knees slightly bent, paddle up and ready</li> </ul> </li> </ul> <p><b>Fundamental Strokes</b></p> <ul style="list-style-type: none"> <li><b>Forehand drive</b> (basic attacking shot)</li> <li><b>Backhand drive</b></li> <li>Light <b>push</b> shots (forehand and backhand) for control</li> <li>Introduction to <b>rallies</b> with a partner</li> </ul> <p><b>Serving</b></p> <ul style="list-style-type: none"> <li>Legal underhand serve: <ul style="list-style-type: none"> <li>Ball tossed at least 16 cm (6 inches) vertically</li> <li>Contact behind the baseline, ball must bounce once on each side</li> </ul> </li> <li>Simple controlled serves (backspin or flat)</li> </ul> <p><b>Ball Control &amp; Coordination</b></p> <ul style="list-style-type: none"> <li>Basic rallying with partner (3–5 hits in a row)</li> <li>Ball control drills (e.g., bouncing ball on paddle, alternating sides)</li> <li>Improving <b>hand-eye coordination</b></li> </ul>

		<p><b>Footwork &amp; Positioning</b></p> <ul style="list-style-type: none"> <li>• Moving side-to-side to reach the ball</li> <li>• Returning to ready position after each shot</li> <li>• Understanding table zones and angles</li> </ul> <p><b>Rules &amp; Sportsmanship</b></p> <ul style="list-style-type: none"> <li>• Taking turns serving and following the rules</li> <li>• Respecting opponents and umpires</li> </ul> <p>Keeping score and calling out points honestly</p>
Spring B	<p><b>Topic: Sports Leadership</b> <b>Btec Unit: Assisting a Leader of Sports Activities</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to support sports leaders by assisting with the organisation and delivery of sports activities. They will learn to communicate clearly with participants, help set up and pack away equipment safely, and encourage positive behaviour. Pupils will begin to observe sessions and provide simple feedback to support the leader and participants</p> <p><b>Skills :</b> Planning and organisation, Problem-solving and critical thinking Teamwork and communication Resilience and independence Empathy, understanding and supporting others within the school community</p>	<p><b>Topic: Wellbeing and Lifestyle Choices</b> <b>Btec Unit: Assisting a Leader of Sports Activities</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to support the planning and delivery of sports activities by understanding the roles and responsibilities of a sports leader. They will learn to communicate effectively with participants, assist with setting up equipment, and help manage group behaviour to ensure safe and inclusive sessions. Pupils will also develop skills in observing and providing feedback, promoting teamwork, and contributing to a positive and encouraging sporting environment</p> <p><b>Skills :</b> Lifestyle and Health Awareness The role of exercise in preventing lifestyle diseases (e.g., obesity, diabetes) <ul style="list-style-type: none"> <li>• The importance of mental health and well-being through regular physical activity</li> <li>• Basic understanding of nutrition and hydration for fitness</li> </ul> Teamwork, Communication &amp; Leadership <ul style="list-style-type: none"> <li>• Leading warm-ups or small group activities</li> </ul> </p>
Summer A	<p><b>Topic: Athletics</b> <b>Btec Unit: Taking part in individual sports</b></p> <p><b>Knowledge:</b> In this unit, pupils will develop their ability to participate in a variety of individual athletics activities, including running, jumping, and throwing events. They will learn proper techniques, rules, and scoring methods while focusing on improving their personal performance. Pupils will also understand how to prepare for competition through warm-ups, goal setting, and self-assessment, promoting safe practice and sustained physical fitness</p> <p><b>Skills:</b> <b>Running Skills</b> Sprint Technique (80m–100m), Middle/Long Distance (400m–800m), Relay Running</p>	

	<p><b>Jumping Skills</b> Long Jump, Triple Jump, Vertical Jump</p> <p><b>Throwing Skills</b> Javelin (Foam or Turbo) Shot Put / basketball push Discus (Intro with foam or light discs)</p>	
Summer B	<p><b>Topic: Striking and Fielding</b> <b>Btec Unit: Taking Part in Team Sport</b></p> <p><b>Knowledge:</b> In this unit pupils will focus on developing more advanced core skills and applying them in a competitive game in order to outwit opponents. Pupils will develop the use of batting and bowling tactics. Pupils will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and offer advice to others in order to improve. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p><b>Skills:</b> Refined Techniques Power and Placement Reacting to Bowled Balls Running Between Bases or Wickets Fielding Skills Catching Throwing and Targeting Stopping the Ball Game Awareness Tactical and Game Understanding Rules Application Tactics Leadership</p>	