

Curriculum Map 2023-2024



Key Stage		Year Group		Subject:		Programme of Study				
KS3+4		All		PE		OCR Entry Level PE				
Autumn A		Autumn B		Spring A		Spring B		Summer A		Summer B
Topic(s)		Topic(s)		Topic(s)		Topic(s)		Topic(s)		Topic(s)
Football		Badminton		Basketball		Fitness and Health		Cricket		Athletics
Assessment Tasks		Assessment Tasks		Assessment Tasks		Assessment Tasks		Assessment Task		Assessment Tasks
<ul style="list-style-type: none"> <li>• Demonstrates the ability to perform an increasing range of basic skills and techniques in <b>football</b>.</li> <li>• Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>• Maintains good accuracy, control and fluency of skills in isolation and during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li>• Demonstrates a clear understanding of the roles they and others perform</li> <li>• Communication with other player(s)/performer(s) is used appropriately</li> <li>• Demonstrates a good understanding of most of the skills/techniques required in the activity</li> <li>• Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed</li> <li>• Demonstrates an ability to make good suggestions on how to improve the performance observed</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates the ability to perform an increasing range of basic skills and techniques in <b>badminton</b>.</li> <li>• Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>• Maintains good accuracy, control and fluency of skills in isolation and during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li>• Demonstrates a clear understanding of the roles they and others perform</li> <li>• Communication with other player(s)/performer(s) is used appropriately</li> <li>• Demonstrates a good understanding of most of the skills/techniques required in the activity</li> <li>• Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed</li> <li>• Demonstrates an ability to make good suggestions on how to improve the performance observed</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates the ability to perform an increasing range of basic skills and techniques in <b>basketball</b>.</li> <li>• Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>• Maintains good accuracy, control and fluency of skills in isolation and during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and 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during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li>• Demonstrates a clear understanding of the roles they and others perform</li> <li>• Communication with other player(s)/performer(s) is used appropriately</li> <li>• Demonstrates a good understanding of most of the skills/techniques required in the activity</li> <li>• Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed</li> <li>• Demonstrates an ability to make good suggestions on how to improve the performance observed</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates the ability to perform an increasing range of basic skills and techniques in <b>cricket</b>.</li> <li>• Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>• Maintains good accuracy, control and fluency of skills in isolation and during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li>• Demonstrates a clear understanding of the roles they and others perform</li> <li>• Communication with other player(s)/performer(s) is used appropriately</li> <li>• Demonstrates a good understanding of most of the skills/techniques required in the activity</li> <li>• Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed</li> <li>• Demonstrates an ability to make good suggestions on how to improve the performance observed</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates the ability to perform an increasing range of basic skills and techniques in <b>athletics</b>.</li> <li>• Consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>• Maintains good accuracy, control and fluency of skills in isolation and during performance</li> <li>• Successfully selects and uses appropriate skills on most occasions</li> <li>• Applies appropriate tactics/strategies/compositional ideas</li> <li>• Demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li>• Demonstrates a clear understanding of the roles they and others perform</li> <li>• Communication with other player(s)/performer(s) is used appropriately</li> <li>• Demonstrates a good understanding of most of the skills/techniques required in the activity</li> <li>• Demonstrates a good ability to describe an increasing range of 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Students will be observed performing skills both independently and as part of a conditioned competitive situation, and a judgement on progress will be made by the teacher on how well they have performed this as well as meet the criteria. Students will also be teacher assessed on their ability to make decisions that follow the rules of the sport, and by demonstrating their understanding of these rules. This will make up 80% of their overall grade, with students eligible to be marked at Entry level 1, 2 or 3 depending on technique, consistency and overall performance.

Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development
Mental Health Physical Activity Emotional Wellbeing Teamwork Building Relationships Developing Skills	Leadership/ Independence Physical Activity Developing Skills	Team bonding Developing Skills Building Relationships	Healthy routines Mental Health Healthy Lifestyle Goal Setting Community and careers	Code of conduct Overcoming obstacles Teamwork	Community and careers Leadership/ Independence Goal Setting
Reading & Writing					
Sports performance log Newspaper articles Golden words Worksheets	Rules booklet Skills sheet	Posters Leaflets	Gym timetable Gym logs/diary	PowerPoint presentation Kit list	Newspaper of sporting events (Olympics) Events schedule
Speaking & Listening					
Students will be required to listen to and follow instructions at all times.	Students will have the chance to talk individually with their teacher to review their own performance.	Students will need to communicate with their teammates in order to achieve at least one of the assessment criteria.	Student will be required to motivate and encourage peers during gym sessions.	Students will need to communicate with their teammates and be able to direct them by giving clear instructions.	Students will be engaging in verbal peer reviews of performance where they will be required to give feedback as well as receive feedback.
Numeracy & Mathematical Reasoning					
Understanding different measurements (yards) Calculating time Number of touches/passes	Area and Perimeter Tallying Recognising odd and even numbers and link to serve zones	Calculating points Understanding the distance of important zones (free throw and three point line) Angles	Understanding different weights (kg, g, lbs, stone) Reps/Sets Distance Time Calories Heart rate Speed	Keeping scores Calculating runs (6's, 4's) Line and length Trajectory	Distance Time Length/height Speed
SMSC					
<p>Spiritual - Learning about the spirit of the games. Express/Feel all the different emotions and feelings when participating. Exploring mindfulness through Yoga/Pilates</p> <p>Moral - Importance of healthy lifestyle through sports and fitness. Respecting equipment. Abiding by the rules and regulations in sport and linking it to the wider society. Respecting officials. Sportsmanship. Making moral decision regarding cheating. Moral dilemmas, investigating PED's</p> <p>Social - Working in groups. Team building skills. Interact with the wider community. Respecting social differences and similarities</p> <p>Cultural - Origins of the sport. International athletes/countries and their achievements. Team GB. Learning about and respecting different cultures within sport</p> <p>British values - Rule of Law – Following laws of the game. Individual liberty – allowing students to express themselves without judgement or being limited by gender/race/religion etc. Mutual respect – respecting everyone has a right to participate no matter their ability. Tolerance of those who follow different religions – accepting those with different customs e.g. people who wear headwear for religious reasons, people who fast for religious reason whilst participating in sport. Democracy – everyone has a right to have their voice heard</p>					