

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Themes	HOME AND SCHOOL AND COMMUNITY	FESTIVALS	LOOKING AFTER OUR WORLD	TRAVEL AND TRANSPORT	WORLD OF WORK	LEISURE TIME
YEAR 7 & YEAR 8 LOWER SCHOOL	All students can:	<ul style="list-style-type: none"> ➤ Demonstrate fitness which includes balance and hand eye-coordination ➤ Understand how to change direction whilst maintaining speed, and how to achieve a better top speed. ➤ Participate in a sports game whilst showing skills they have learned, and effective teamwork 	<ul style="list-style-type: none"> ➤ Work on cardiovascular endurance, with an emphasis on continuous games and exercises. ➤ Learn about the benefits sports have on your mental health, what sportsmanship is, and why it is important and the physical benefits of playing sport ➤ Organise throwing games which implement all throws. Work on fine and gross motor skills with regards to flexibility and balance to perform tasks ➤ Learn about different types of sport, different rules in different sports, and the social benefits to playing sport. ➤ Focus on isolation activities, stationary catching games implemented before motion games, (for example, using different types of bats and racquets) ➤ Understand the importance of teamwork, and the inclusion of everyone in sport i.e (race, gender, and religion) 	<ul style="list-style-type: none"> ➤ Participate and recognise the main object and be able to find a role in the game. ➤ Communicate to one another, express interest in the activity, and communicate positively through verbal and body language. ➤ Be introduced to traditional sports, demonstrating organisation, communication, and tactical skills. 	<ul style="list-style-type: none"> ➤ Partake in team sports ➤ Learn to understand what goals are, why they are important and how they are going to achieve those using SMART targets. ➤ Focus on making short sports stories, comic strips, and writing newspaper articles on their favourite sports, or sportsmen/woman with the help of the internet. 	<ul style="list-style-type: none"> ➤ Present skills in balance- walking on a bench, balance on 1 foot, understanding of prepositions (under, over, around, next to), obstacle courses + relay races (targeting above skills) ➤ Present skills in target games, spatial awareness games, yoga, throwing and catching (ball + tennis sized ball) and tag games 	<ul style="list-style-type: none"> ➤ Competently engage with evasion, chase, and tag games ➤ Follow basic 1-3 step instructions ➤ Play team games ➤ Perform running activities

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		LOOKING AFTER MY FAMILY	MOVING OUT OF HOME	HOLIDAYS	EMOTIONAL & PHYSICAL WELLBEING	ENTERPRISE-WORKING IN A SHOP	GOING TO COLLEGE
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- PREPARING FOR ADULTHOOD	Themes						
	All students can:	<ul style="list-style-type: none"> ➤ Do Running/fitness activities that target longer and lower intensity e.g., long distant relays (park), variety of tag games, obstacle course relays. ➤ Engage in (HIIT) - Group HIIT sessions targeting running, jumping, skipping, and hopping movements. Students will experience; rounds/repetitions and rest periods. ➤ Engage in full body strength circuit – Students to participate in a fun, differentiated strength circuit which incorporates multiple different movements for all abilities – lead by teaching team. ➤ (in groups) create 10-15min sessions that include the systems and activities from previous weeks. 	<ul style="list-style-type: none"> ➤ Engage in small group ice-breaker challenges – short and easy activities ➤ Engage in full class team problem solving activity - encouraged to lead. ➤ Be game creators – participate in class created games, lead, and revise ➤ Participate in both cooperation and problem-solving games, both teacher and student lead emphasizing on cooperative skills developed. 	<ul style="list-style-type: none"> ➤ Engage in team relay activities ➤ Participate in a variety of games that require evasion and ball skills e.g, dodgeball. ➤ Engage in team passes and catch activities – games will focus on holding possession and making successful passes to teammates without allowing opposing team interference e.g. end ball, piggy in the middle. ➤ Engage in games combination – combination of activities played this term; students will pick their favourites, teacher creates even team, record scoring and results to create tournament environment. Students will experience leadership moments. 	<ul style="list-style-type: none"> ➤ Engage in fundamentals of boxing: Students will demonstrate correct stance and movement patterns, responding to instructions, jab, and upper cuts ➤ Engage in Tai Chi ➤ Engage in Fencing – using pool noodles, practicing basic fencing principles, and participating in fun mini games. ➤ Engage in Tai Bo sessions – which incorporate a combination of movements learnt 	<ul style="list-style-type: none"> ➤ Engage in mini games: Students will participate in mini games with a variety of different bats/racquets/ball sizes. ➤ Pass/Catch/Hit Games: Students will participate in various pass/catch/hit games e.g. cricket, rounders, baseball. ➤ Participate in 'hit' only games such as; hockey, tennis etc. 	<ul style="list-style-type: none"> ➤ Engage in Tag Rugby: Catch and passing technique. ➤ Engage in basketball: passing/shooting/dribbling, extensions lay ups, dribble moves, etc. ➤ Engage in football: Trapping, dribbling, passing, and shooting, extensions; dribble moves, pass, and go, etc.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- EXAMS FOR ADULTHOOD	<i>No Theme</i>						
	All students can:	<ul style="list-style-type: none"> ➤ Participate in multiple teams-based activities (preferable time and score based), remove, and add features such as 'communication, +/- body language' to encourage using team-based skills. ➤ Recognise skills & actions that influence team success and individual participation. ➤ Do sports related relay activities – apply and remove features – positive encouragement, technique feedback, communication etc. Compare the use of features ➤ Demonstrate both positive and negative verbal communication, including body language. ➤ Do skill-based feedback ➤ Identify ways to communicate with team members, communicate feedback, identifying the most effective one ➤ Choose a skill from a sport to demonstrate. They will proceed to give feedback to their peers to improve performance. 	<ul style="list-style-type: none"> ➤ Experience testing activities for the 5 fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). ➤ Understand cardiovascular endurance and flexibility. ➤ Perform high intensity activities and analysing its effects on the body/mind. ➤ Develop a warm up/cool down routine for class. ➤ Identify everyday available activities to improve cardiovascular endurance. Students to identify stretches for upper/lower body. ➤ Identify the differences between muscular strength/endurance, and perform activities through a variety of circuit training sessions, identifying differences and uses of these components. 	<ul style="list-style-type: none"> ➤ participate in a range of different sports/games from different cultures e.g., Gaelic football, kabaddi etc. Attempt to connect links to popular played sports e.g., football, basketball, tennis etc. ➤ Apply new strategies and skills learned through ➤ Host a variety of new games they researched/created. ➤ Research a new game that they will teach to a group 	<ul style="list-style-type: none"> ➤ Practice the fundamentals of throwing and catching. ➤ Identify how to correctly position the body during both throwing/catching. ➤ Discover why we use specific stances for both throwing/catching (force summation). ➤ Participate in a variety of different striking activities (cricket/baseball). Focusing on hand grip and feet position. ➤ Identify which hand grip and feet position increase striking distance. ➤ Participate in a variety of striking games, using different sized bats/balls and body positions. ➤ Discover why different equipment/hand grip/feet position effect the trajectory of a strike. ➤ Research and engage in a sport that implements striking and fielding, can be created by students 	<ul style="list-style-type: none"> ➤ Participate in a variety of athletic throwing activities e.g., shot put, javelin. ➤ Identify the muscles and body systems used to engage in each throw and how to improve performance. ➤ Participate in a variety of athletic jumping activities e.g. long jump, high jump, and triple jump. ➤ Identify the muscles and body systems used to engage in each jump and how to improve performance. ➤ Participate in a variety of athletic running activities e.g. 100m, 200m, 400m, 800m, 1500m, 3000m ➤ Identify the muscles and body systems used to engage in each run and how to improve performance. 	<ul style="list-style-type: none"> ➤ Participate in hand-based sporting activities. Beginning with mini games structured around core skill values. ➤ Discover what are sporting formations and why they are used. Also understand rules. ➤ Understand different formations and comparing the strengths and weaknesses. ➤ Participate in football matches, incorporating the skills and strategies learned during theory lessons. ➤ Investigate different quality skills needed in football and how to apply strategy to win. ➤ Participate in football matches, using correct positioning of players on the field and applying strategy. ➤ Investigate the strategy required for football and applying different formations and attacking/defending techniques. ➤ Participate in a range of different sports, chosen at random (Multi Sport). ➤ Engage in summary quiz to revise term learning e.g., Kahoot.