



PE curriculum

Cardinal Langley RC High school



DOING
Practical Performance

- Show skills with excellence
- Consistently apply techniques in competitive situations
- Accurate and precise techniques
- Scoring a worldy or a great shot/strike

LIVING
Health & Fitness

- Understand how different types of fitness impact on performance
- Top range of personal fitness
- Muscular endurance machine
- Use strength and speed

CONNECTING
Social & Leadership

- Communicate with team members & opposition
- Encourage Fairplay and Sportsmanship
- Cooperating with others
- Ice cold under pressure
- Leading a group or promoting teamwork
- Officiating

KNOWING
Knowledge & Understanding

- Good game understanding and decision-making
- Apply tactics, strategies and rules
- Hitting big shots at the right time
- Analyse own performance
- Give feedback to others
- Outwit the opposition



Key stage 3 PE curriculum


1. PE groups are taught in groups which enable all learners to thrive and be supported and challenged to be the best they can be whilst enabling the more able to strive even further.
2. Activities are sequenced in a way which gives balance whilst ensuring that prior learning is built upon and transferable skills and knowledge can be applied to other activities.
3. Other considerations that affect curriculum activities and design are pupils KS2 experience, competition opportunities and seasonal activities.
4. To avoid a narrowing of our curriculum pupils may not experience the exact same range of sports but will experience the same types of sporting

activities:

Type of sporting activity	Curriculum activity lessons
Invasion games	netball/rugby/football/ handball/ basketball
Net court games	Badminton/ table tennis/ short tennis
Quality of movement	Trampolining/ Gymnastics Dance
Fitness	Circuit /Boxercise /HIIT/ Bootcamp
Athletics	Track & Field
Striking & Fielding	Cricket/Rounders/ Softball
OAA	Orienteering

The 4 PE STRANDS

KNOWING Knowledge & Understanding




- Good game understanding and decision-making
- Apply tactics, strategies and rules
- Hitting big shots at the right time
- Analyse own performance
- Give feedback to others
- Outwit the opposition

CONNECTING Social & Leadership




- Communicate with team members & opposition
- Encourage Fairplay and Sportsmanship
- Cooperating with others
- Ice cold under pressure
- Leading a group or promoting teamwork
- Officiating

DOING Practical Performance



- Show skills with excellence
- Consistently apply techniques in competitive situations
- Accurate and precise techniques
- Scoring a worldy or a great shot/strike

LIVING Health & Fitness



- Understand how different types of fitness impact on performance
- Top range of personal fitness
- Muscular endurance machine
- Use strength and speed



PE ASSESSMENT STRANDS

Pupils will develop their ability through four key PE strands.



- **Doing** -developing skills and applying them to a range of sporting situations



- **Connecting** –working well as a team and an individual



- **Knowing** –developing knowledge and understanding to outwit opponents , develop strategy for own improvements (choreography , routine development, coaching officiating)



- **Living** -Developing healthy habits for all , and understanding the impact of a positive active healthy lifestyle.

N.B We aim to use teacher expertise, sports facility, along with ensuring we meet pupils local needs and strengths and take into account pupil feedback when deciding on which activities pupils will experience in each year. This is reviewed and planned for each particular year group the summer prior to them starting in September.

Assessment



Pupils are assessed during each activity and a score given for ability in each of the 4 strands



Doing -Working at
Connecting –Working beyond
Knowing –Working towards
Living -Working beyond



This gives pupils an overall PE profile of areas of strengths which is shared with pupils and families throughout the academic year.

i.e. A pupils score overall may be secure for PE when we take into account all strands and activities.

Assessment strands for KS3 PE:

How can I progress in PE?

WORKING TOWARDS

I can select and use skills I have been taught sometimes.

I can sometime decide which skills to apply in a competitive game.

I understand and follow simple rules of the game.

I can demonstrate a useful warm up before my lesson begins.

I can identify my own areas to improve my performance.

I can complete short period of exercise without tiring.

WORKING AT

I can select and use **all core** and **some advanced skills** I have been taught **most** of the time.

I can **usually** decide which skills to apply in a **more** competitive game.

I understand and follow **most** rules of the game as well as some **complexed rules**.

I can **lead a small group** in a useful warm up before my lesson begins.

I can identify my own areas to improve my performance **as well as others**.

I can identify my own areas to improve my performance **as well as others**.

WORKING BEYOND

I can select and use **all core** and **some advanced skills** I have been taught **most** of the time.

I can **usually** decide which skills to apply in a **more** competitive game.

I understand and follow **most** rules of the game as well as some **complexed rules**.

I can **lead a small group** in a useful warm up before my lesson begins.

I can identify my own areas to improve my performance **as well as others**.

I can complete **moderate** period of exercise without tiring.

I **usually** maintain my health and well-being outside of school.

Learning Aims	Working Towards	Working At -	Working At =	Working At +	Working Beyond
Knowing	<ul style="list-style-type: none"> Selects and uses appropriate skills on limited occasions. Demonstrates little awareness of rules and regulations. Outlines some areas of what is good and bad about a performance Follows simple rules or instructions 	<ul style="list-style-type: none"> Selected and uses appropriate skills on some occasions. Sometimes applies team strategies and tactics. Demonstrates a limited awareness of rules and regulations. Begins to understand what is required to improve performance Uses simple tactics and strategies in competitive situations 	<ul style="list-style-type: none"> Successfully selects and uses appropriate skills on most occasions. Shows and applies a good understanding of rules and regulations. Compares performances identifying strengths and improvements. 	<ul style="list-style-type: none"> Successfully selects and uses appropriate skills on many occasions. Analyses performance of self and others to make improvements. Suggests how different tactics and ideas can be applied to activities Demonstrates good levels of creativity in performances Suggests alternative ways to solve problems. 	<ul style="list-style-type: none"> Successfully implements various tactics and ideas within a competitive situation. Demonstrates effective decision making under pressure. Uses and adapts advanced tactics, rules and ideas in different situations. Able to transfer knowledge, adapt and apply this to different activities. Acknowledges improvements made after responding to feedback and how it was achieved.
Doing	<ul style="list-style-type: none"> Uses fundamental skills such as throwing, catching and running in isolation with some control Demonstrates a skill or movement when assisted Demonstrates an effective warm up 	<ul style="list-style-type: none"> Demonstrates simple skills in competitive situations with limited control and accuracy Demonstrates a skill or movement independently Can use basic techniques in a small sided game with limited accuracy. 	<ul style="list-style-type: none"> Demonstrates simple skills in more competitive situations with good control and accuracy Combines skills with some control and coordination. Applies fundamental movement skills and tactics to different activities. Uses most skills and techniques to outwit an opponent most of the time. 	<ul style="list-style-type: none"> Simple and complex skills are performed consistently with very good accuracy, control and fluency. Able to combine skills and techniques in different situations. Changes tactics, strategies and skills to suit changing competitive situations. Uses many skills and techniques to outwit an opponent consistently. 	<ul style="list-style-type: none"> Performs all simple and complex skills with control, accuracy and fluency in isolation and under competitive pressurised situations. Changes tactics and strategies to suit changing situations and evaluate the impact Successfully uses weaker side/limb in isolation and competitive situations. Uses all skills and techniques where appropriate to outwit an opponent consistently.
Connecting	<ul style="list-style-type: none"> Works cooperatively with others during lessons Communicates what is effective or ineffective about a performance to others Can warm up with others in a small group Sets out and uses equipment safely Can follow simple rules. 	<ul style="list-style-type: none"> Can organise small groups and works well with others Discusses the positive and negative aspects of a performance with others Consistently warms up with others and suggests ideas on what to include Consistently follows rules. 	<ul style="list-style-type: none"> Communicates and works collaboratively with others Leads a small group warm up or activity Assists with officiating in lessons Listens to and responds to feedback. Joins in with all activities even when they find them difficult 	<ul style="list-style-type: none"> Leads others with little support when organising or officiating activities Provides constructive feedback to others Sets realistic and challenging goals Regularly volunteers to help others Demonstrates <u>sportpersonship</u> in competitive situations Is able to successfully give feedback to other. 	<ul style="list-style-type: none"> Beginning to demonstrate a high standard of leadership skills. Independently demonstrates and leads an effective warm up Feedback given to others is meaningful. Takes the initiative to lead within lessons. Is able to communicate individual and shared goals to motivate others. Displays confident social skills and sporting values. Is able to successfully give feedback to others which is meaningful and effective.
Living	<ul style="list-style-type: none"> Completes short periods of exercise and can sustain effort in activity Has confidence to participate. Takes responsibility for their own learning Shows a limited application of COP in isolation and competitive situations. 	<ul style="list-style-type: none"> Beginning to improve their general levels of fitness because they do not fatigue as easily. Demonstrates sufficient physical fitness to perform with some effectiveness. 	<ul style="list-style-type: none"> Improving general levels of fitness so they do not fatigue easily. Demonstrates appropriate levels of fitness to perform most effectively. Makes informed choices about engaging in physical activity 	<ul style="list-style-type: none"> Demonstrates appropriate fitness to perform very effectively. Shows an understanding of how to improve their fitness and health. Manages emotions during challenging situations 	<ul style="list-style-type: none"> Demonstrates appropriate fitness levels to perform very effectively all of the time. Demonstrates some key values related to physical activity. Accesses a range of extra-curricular activities in order to develop skills

KS3 Year 7

Key SS = super sport / inter class competition week

No. of weeks Set	A	A	B	B	2 weeks + 1 Lesson	4 weeks	NO 3 G	4	2	NO 3 G	5 Weeks	NO 3 G	5 weeks	NO 3 G	5 weeks	8 Weeks		NO 3 G	
LESSON	1	2	3	4	5 lessons	10 lessons		8 lessons	2 Lesson of each		10 lessons		10 Lessons		10 Lessons	A Week	B Week		
Boys 1	R G	R G	R G	R G	Lesson 1: Cross Country Lesson 2: Girls Netball Boys Rugby Lesson 3: Boys Football Girls: Skills Fitness/Skills circuit SPGH Lesson 4: Swap	Rugby Field	SUPER OCT HALF TERM SPORT	Basketball II MUGA	Dance SPH and Orienteering	SUPER CHRISTMAS BREAK SPORT	Badminton SPH	SUPER FEB HALF TERM SPORT	Football 3G	SUPER EAS TER BREAK SPORT	Gymnastics Gym	SUPER MAY HALF TERM	S&F Cricket Field/3G	Athletics	SUPER SPORT
Girls 1	K B	K B	K B	K B		Netball Yard		Badminton on SPH			Football 3G		Gymnastics Gym		Rugby 3G		Athletics Track/ Field	S&F Cricket	
Boys 2	V M	V M	V M	V M		Gymnastics Gym		Rugby Field			Football 3G		Badminton SPH		Basketball SPH		Athletics Field/ Track	S&F Rounders Field	
Girls 2	L G	L G	L G	L G		Basketball II SPH		Football 3G			Gymnastics Gym		Basketball MUGA		Netball MUGA		S&F Rounders Field	Athletics	

KS3 Year 8

No. of weeks Set	6 weeks	3 Weeks		3 Weeks	1	5 Weeks	1	5 weeks	1	5 weeks	7 Weeks		1
LESSON	11 lessons	NO GYM		6 lessons	6 lessons	10 lessons	10 Lessons	10 Lessons	10 Lessons	A Week	B Week		
Boys 1	Badminton SPH	Orientee ring		Dance SPH	Rugby Field	Football 3G	Handball MUGA	S&F Cricket Field/3G	Athletics				
Girls 1	Netball MUGA	Dance SPH		Orienteering	Handball MUGA	Badminton SPH	Football 3G	Athletics Track/Field	S&F Cricket				
Boys 2	Rugby Filed	Oreintee ring		Dance GYM	Football 3G	Table Tennis/fitness Gym	Badminton SPH	Athletics Field/Track	S&F Rounders Field				
Girls 2	Football 3G	Dance SPH		Orienteering	Badminton SPH	Netball MUGA	Table Tennis Gym	S&F Rounders Field	Athletics				
Week activity commencing	<u>8th Sept</u>	<u>3rd Nov</u>		<u>24th Nov</u>	<u>5th Jan</u>	<u>23rd Feb</u>	<u>20th April</u>	<u>1st June</u>					
Assessment week	<u>13th Oct</u>	<u>17th Nov</u>		<u>8th Dec</u>	<u>2nd Feb</u>	<u>23rd March</u>	<u>18th May</u>	<u>13th July</u>					

KS3 Year 9

No. of weeks Set	5 weeks	1 Week	SUPER		3 Weeks	3	1	SUPER		5 Weeks	1	5 weeks	5 weeks	1	7 Weeks		1	
	1 lesson Cross Country	Start of new activity			NO GYM Activity Contin													
LESSON	10 lessons	2 lessons	SPORT		6 lessons	6 Lessons	CHRISTMAS BREAK		10 lessons	SUPER FEB HALF TERM		10 Lessons	10 Lessons	SUPER MAY HALF TERM		A Week	B Week	SUPER
Boys 1	Rugby Field	Basket ball SPH	20 th Oct		Basketba ll SPH	Handball MUGA	15 th Dec		Football 3G	9 th FEB		Badminton SPH	Fitness Gym	20 th May		S&F Cricket Field/3G	Athletics	SUPER
Girls 1	Netball Yard	Handba ll MUGA			Handball MUGA	Football 3G			Badminton SPH			Fitness Gym	Rugby 3G			Athletics Track/ Field	S&F Cricket	SUPER
Boys 2	Basketball SPH	Rugby Field			Rugby Field	Fitness Gym			Handball MUGA			Football 3G	Badminton SPH			Athletics Field/ Track	S&F Rounder s Field	SUPER
Girls 2	Football 3G	Oriente ring			Oriente ring	Badminton SPH			Fitness Gym			Netball MUGA	Handball MUGA			S&F Rounder s Field	Athletics	17 th July
Week activity commencing	8 th Sept	13 th Oct				24 th Nov			5 th Jan			23 rd Feb	20 th April			1 st June		
Assessment week	6 th Oct				17 th Nov	8 th Dec			2 nd Feb			23 rd March	18 th May			13 th July		

KS4 core Year 10

No. of weeks Set	3 weeks	3 weeks	1	3 weeks No GYM	3 Weeks	1	3 Weeks	2 Weeks	1	1 Week Continued	4 weeks	1	5 weeks	7 Weeks		1		
LESSON	5	5		5	5		5	3		2	6			A Week	B Week			
Boys 1	Badminton SPH	Handball MUGA	SUPERIOR SPORTS BREAK TERM	GAA Field	Fitness GYM	SUPERIOR SPORTS BREAK TERM	Rugby Field	Football 3G	SUPERIOR SPORTS BREAK TERM	Football 3G	Volleyball SPH	SUPERIOR SPORTS BREAK TERM	Basketball MUGA	S&F Crick et Field/ 3G	Athletics	SUPERIOR SPORTS BREAK TERM		
Girls 1	Handball MUGA	Fitness GYM		Volleyball SPH	Netball MUGA		Badminton SPH	Orienteering		Orienteering	Football 3G		Orienteering	Football 3G	Table Tennis Gym		Athletics Track / Field	S&F Crick et
Boys 2	Rugby Field	Badminton SPH		Orienteering	Football 3G		Fitness GYM	Table Tennis GYM		Table Tennis GYM	GAA Filed		Table Tennis GYM	GAA Filed	Volleyball SPH		Athletics Field/ Track	S&F Rounders Field
Girls 2	Fitness GYM	Football 3G		Table Tennis Gym	Volleyball SPH		Orienteering	Badminton SPH		Badminton SPH	Netball MUGA		Badminton SPH	Netball MUGA	Rugby 3G		S&F Rounders Field	Athletics
Week activity commencing	8 th Sept	29 th Sept			3 rd Nov		24 th Nov			5 th Jan	26 th Jan				2 nd March			20 th April

KS4 core Year 11



No. of weeks Set	3 weeks	3 weeks	1	3 weeks No GYM	3 Weeks	1	3 Weeks	2 Weeks	1	1 Week Continued	4 weeks	1	5 weeks	7 Weeks		1					
LESSON	5	5		5	5		5	3		2	6			A Week	B Week						
Boys 1	Badminton SPH	Handball MUGA	OCTOBER HALF TERM SUPER SPORT	GAA Field	Fitness GYM	CHRISTMAS BREAK SUPER SPORT	Rugby Field	Football 3G	FEBRUARY HALF TERM SUPER SPORT	Football 3G	Volleyball SPH	EASTER BREAK SUPER SPORT	Basketball MUGA	S&F Crick Field/ 3G	Athletics	MAY HALF TERM SUPER SPORT					
Girls 1	Handball MUGA	Fitness GYM		Volleyball SPH	Netball MUGA		Badminton SPH	Orienteering		Orienteering	Football 3G		Table Tennis Gym	Table Tennis Gym	Volleyball SPH		Athletics Track / Field	S&F Crick et			
Boys 2	Rugby Field	Badminton SPH		Orienteering	Football 3G		Fitness GYM	Table Tennis GYM		Table Tennis GYM	GAA Filed		Table Tennis GYM	GAA Filed	Volleyball SPH		Athletics Field/ Track	S&F Rounders Field			
Girls 2	Fitness GYM	Football 3G		Table Tennis Gym	Volleyball SPH		Orienteering	Badminton SPH		Badminton SPH	Netball MUGA		Badminton SPH	Netball MUGA	Rugby 3G		S&F Rounders Field	Athletics			
Week activity commencing	8 th Sept	29 th Sept		3 rd Nov	24 th Nov		5 th Jan	26 th Jan					2 nd March		20 th April			1 st June			17 th July

Year 10 GCSE & CNat

No. of weeks Set	Autumn term 1 3 lessons	Autumn term 2 4 Lessons	Winter term 1 3 Lessons	Winter term 2 2/3 lessons	Summer term 1 2/3 lessons	Summer term 2 4 lessons
GCSE	Badminton SH	Handball SH	Handball SH	Boys Football 3G	Athletics	Athletics
CNAT	Circuits /HIIT	Weight training / Cardio	Weight training / Cardio	Girls Netball SH	Athletics	Athletics
Week activity commencing	4 th September	6 th November	15 th January	4 th March	15 th April	June 3 rd
Assessment week	WC 16 th Oct	18 th December	12 th February	18 th March	20 th May	July 22 nd