



Subject Intent

We aim to provide students with a broad curriculum with a wide range of sports to encourage students to engage and thrive in PE at Rugeley John Taylor, through focusing on individual performance, team performance and individual creativity. This allows students to experience and learn new sports, as well as furthering their skills in sports they are already familiar with. Students will study two sports each half term, giving them a broad range of experiences whilst also allowing for development of skills and knowledge to be embedded within their performance.

Through each sport studied, we will develop a range of core skills, developing the consistency and efficiency of these skills to allow students to engage and shine in competitive situations. This is supported by developing an understanding of key rules in each sport, as well as developing an understanding tactics and strategies to be able to outwit opponents in competitive situations.

Students will also develop their understanding of their own fitness through learning about different components of fitness and a range of exercises associated with them. Students will look to develop their own fitness levels and learn how this can support their performance in a range of sports. Students will also be supported in learning about healthy lifestyles and the effects of exercise on the body, starting their journey as healthy, active young adults.

Lessons are supported by an outstanding extra-curricular provision, which links with the sports taught and the seasonality of the curriculum. Students are provided with the opportunity to preform and showcase their talents at a district, county, regional and national level throughout a range of sports, providing them with an experience full of opportunities and success.

Cross Curricular Links

Students will develop a range of cross-curricular links over the course of the academic year, including:

Science: Muscles and Anatomy through fitness, Angles and gravity through badminton, cricket, rounders and athletics.

Music: Body Percussion, rhythms and beats through dance.

Geography: Map skills through orienteering.

Maths: Angles through badminton and athletics

Technology: Product design of shapes through athletics

KS2 Links

Students will have the opportunity to build on core skills in areas developed in the KS2 curriculum, where they will develop and embed these skills in a wider range of sporting experiences. The skills students will have prior experiences of will include: Throwing and catching, running and jumping through a range of sports, such as netball, handball, cricket, rounders and athletics. Basic attacking and defending principles in competitive games through handball, football and netball. Develop flexibility, strength, balance, technique and control of body movements through fitness, gymnastics and dance. Performance of dances through dance. Adventurous activities through OAA. Personal best performances through athletics.

RISE Links

All students will have the opportunity to rise and thrive in the sporting world by learning about and developing skills in a range of different sporting activities, having the opportunity to develop the following: PSHE:

Health and active lifestyles, including physical activity and diet through fitness.

Relationships to work with others, through team work and how to build friendships through all team sports, such as football, netball, handball, cricket and rounders. Careers: Through different roles and experiences (e.g. officials) in a range of sports. SMSC: Respect and tolerance through sportsmanship and fair play in all competitive situations.

British Values: Mutual respect and tolerance of others when working in pairs/groups/teams to work together ambitiously and respectfully. Relationships to work with others, through team work and how to build friendships through all team sports, such as football, netball, handball, cricket and rounders.

Literacy Links

Key sport specific vocabulary (Tier 2 and 3 words) for each sport, where key words are identified and used through discussions and instructions. Increase in sport specific vocabulary with regards to rules, positions, skills and tactics. Reading resources and inferring information/following instructions through fitness and athletics to model correct technique.

Numeracy Links

Mental maths for calculating heart rates, resistance used, sets and repetitions through fitness work. Understanding of different units of measurement through athletics. Accurate measurements of different distances and use of different units of measurement through athletics jumps and throws. Angles and flight paths through badminton and athletics.

STEM Links

Science - Factors that affect a projectile in flight (parabolic v non-parabolic flight paths), air resistance acting upon a projectile in flight - athletics throws. Vertical and horizontal forces and application of newton's laws - athletics track and jump events. Technology - use of different equipment and effects of equipment design on striking a projectile - Cricket and Rounders batting. Maths - see numeracy links.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic	Team Performance - Football and Netball	Individual Performance and creativity - Fitness and Dance	Team and Individual Performance - Handball and Badminton	Individual and team performance - Gymnastics and OAA	Individual and Team Performance - Athletics and Cricket	Individual Performance and Team performance - Tennis and Rounders
Key Themes / Questions	<p>Football:</p> <p>Key core skills to control, pass, maintain possession, dribble and score. Knowledge of key rules and tactics. Understanding of use of space.</p> <p>Netball:</p> <p>Key core skills to pass, receive, use correct footwork and score. Knowledge of key rules, positions and their roles, and tactics. Understanding of use of space.</p>	<p>Fitness:</p> <p>Knowledge of the different components of fitness and exercises to improve them. Key exercises for different body parts and the correct technique. Knowledge of the short term effects of exercise on the body.</p> <p>Dance:</p> <p>Knowledge of different dances from around the world and their background. Key movements (motifs) from each dance. Knowledge of key dance skills, including expression, timing, rhythm. Choreographing of a routine.</p>	<p>Handball:</p> <p>Key Skills to pass, receive, maintain possession, shoot and travel with the ball. Knowledge of key rules, positions and tactics. Understanding of use of space.</p> <p>Badminton:</p> <p>Key shots of the serve, lift, overhead clear, smash and net shot. Knowledge and application of rules and scoring for singles play. Knowledge of tactics to outwit opponents.</p>	<p>Gymnastics:</p> <p>Key skills of balances and travelling for floor sequences. Knowledge of key skills as to how to make a sequence look aesthetically pleasing. Understanding safe use of equipment.</p> <p>Outdoor Adventurous Activities:</p> <p>Key skills of map reading, compass use and following directions for orienteering. Knowledge of how to work effectively as a team and fulfil different roles.</p>	<p>Athletics:</p> <p>Key techniques for sprints, middle distance, throwing and jumping events. Knowledge of rules that apply to each event. Measuring/timing accurately. Understanding safe use of equipment.</p> <p>Cricket:</p> <p>Core skills for batting, bowling and fielding. Knowledge of key laws of the game. Application of tactics and strategies to outwit opponents in competitive situations.</p>	<p>Tennis:</p> <p>Core skills of forehand, backhand and serve. Knowledge of key rules of singles gameplay. Application of tactics and strategies to outwit opponents in competitive situations.</p> <p>Rounders:</p> <p>Core skills of batting, bowling and fielding. Knowledge of key rules. Application of tactics and strategies to outwit opponents in competitive situations.</p>

Indicative Content

Assessment

<p>Football: Ball control and mastery. Passing and receiving over a short distance. Passing and receiving in competitive situations. Using space effectively to maintain possession and outwit opponents. Travelling with the ball and use of space. Shooting from short distances. Shooting using different techniques whilst under pressure.</p> <p>Netball: Chest pass and receiving the ball. Bounce, shoulder and overhead pass to pass and receive on the move. Use of correct footwork – 1 and 2 feet landings. Use of space through dodging to outwit opponents. Knowledge of different positions and their roles in game play. Shooting using the correct technique.</p>	<p>Fitness: Short term effects of exercise. Components of fitness and exercises to develop them, including: Strength, Speed, Cardiovascular and muscular endurance, agility, power. How to create a fitness training session.</p> <p>Dance: The following Dances will be taught: Hakka (New Zealand), Salsa (Latin America), Freestyle (Global), Ballet/Flamenco (Europe) Creating a routine using different shapes and positions. How to choreograph a routine for a pair/group. Using jumps, turns/spins and key skills to make a dance stand out. Using the music and timing to create a performance piece.</p>	<p>Handball: Passing and receiving over different distances. Passing and receiving under pressure in competitive situations. Travelling with the ball and use of space. Shooting using the correct technique. Shooting from different angles whilst on the move. Knowledge of different positions and their roles in game play.</p> <p>Badminton: Different types of serve (flick and Lift) Lift and Overhead clear. Smash. Net shot. Use of space and how to outwit opponents.</p>	<p>Gymnastics: Balances using different body parts. Partner balances and how to make balances aesthetically pleasing. Travelling to maximise space. Types of rolls and how to create flow in a sequence. How to use apparatus to explore levels.</p> <p>OAA: Following routes and instructions to get to key locations. Map skills and orientation. Teamwork and effective communication. Plotting routes to get from A to B as quickly as possible.</p>	<p>Athletics: Develop the correct technique for all throwing events, including: Shot Put, discus and Javelin. Develop the correct technique for track events, including: 100m, 200m, 300m and 800m. Officiate and measure/time correctly. Develop the correct technique for jumping events, including: Long Jump and High Jump.</p> <p>Cricket: Catching and throwing for accuracy over short distances. High/flat catching and throwing over long distances. Stopping the ball effectively using different techniques. Batting using the correct grip, stance and backswing. Batting front foot shots to score runs. Bowling using the correct technique from a standing position and with a run up.</p>	<p>Tennis: Correct grip and stance to make contact. Develop the correct technique for an accurate backhand. Develop the correct technique for an accurate forehand. Develop the correct technique for an accurate serve. Knowledge of rules and gameplay. How to outwit opponents in singles play.</p> <p>Rounders: Catching and throwing for accuracy over short distances. High/flat catching and throwing over long distances. Stopping the ball effectively using different techniques. Batting using the correct grip, stance and backswing. Bowling using the correct technique to outwit opponents. Fielding in different positions to outwit opponents.</p>
<p>Football and Netball</p> <p>Start of topic assessment: Baseline assessment - competitive games to assess prior knowledge and ability. End of topic assessment - competitive games used in baseline assessment with focus of core skills learnt throughout the unit.</p>	<p>Fitness (Baseline) - Completion of a circuit training session comprising of a range of components of fitness through different exercises and understanding of effects of exercise on the body. Fitness (End of assessment) - students to create their own circuit training session and undertake it based on the components of fitness covered throughout the unit.</p> <p>Dance (Baseline) - Completion of Hakka to gauge key dance movement criteria (control of body, musicality etc.) Dance (assessment) - Create a routine of a dance of choice, showcasing steps, themes and key skills learnt.</p>	<p>Handball (baseline): Skills based game to show understanding of concept and prior knowledge of skills, rules, tactics and strategies. Handball (End of assessment): Games with key skills, rules and tactics/strategies taught to assess progress.</p> <p>Badminton (baseline): Singles games to show prior knowledge of racquet sports and net/wall games. Badminton (assessment): Singles tournament to assess the shots learnt in gameplay, along with tactics and strategies.</p>	<p>Gymnastics (baseline): Students to create a routine based on prior knowledge of balance and key gymnastics floor routine concepts. Gymnastics (assessment): Students to create a floor routine including a range of skills taught, applying key concepts.</p> <p>OAA (Baseline): Course to be given with map to see how students navigate the course. OAA (End of assessment): upgraded version of course to be completed, incorporating skills learnt throughout the unit.</p>	<p>Athletics (baseline): Students to complete a middle-distance run and throw, applying prior knowledge of techniques. Athletics (assessment): Students to complete a sprint, middle distance run and throw, applying techniques, tactics and strategies taught.</p> <p>Cricket (baseline): students to play in skills-based games to show prior knowledge of key fielding concepts of fielding, batting and bowling. Cricket (assessment): Students to play in games to demonstrate quality of throwing, stopping and catching, batting to show a variety of shots, and bowling using the correct technique.</p>	<p>Tennis (baseline): Students to play singles games to show prior knowledge of racquet sports. Tennis (assessment): Singles tournament to assess the shots learnt in gameplay, along with tactics and strategies.</p> <p>Rounders (baseline): students to play in skills-based games to show prior knowledge of key fielding concepts of fielding, batting and bowling. Rounders (assessment): Students to play in games to demonstrate quality of throwing, stopping and catching, batting to show a variety of shots, and bowling using the correct technique.</p>