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| **Year 7 Curriculum Overview [2023-2024]**  **PE** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 1 and 2**  Pupils will take part in 2 composites per term | Health Related Fitness  Invasion Games  (Football, Basketball, Netball, and Rugby)  Net and Wall Games  (Badminton)  Gymnastics | Understand the anatomy behind heart rate fluctuations and the basic reasoning for this.  Pupils should understand that different events demand different components of fitness.  Highlight the possible health benefits gained from taking part in fitness-based activities and discuss the need to stay healthy and active.  Key skills include: Resilience and the understanding of physical social and mental health benefits.  Demonstrate basic movements including running, jumping, kicking and catching techniques applied with some coordination and control.  Use basic techniques in a small-sided game and will pass and shoot with reasonable accuracy.  Show a basic tactical awareness and react to opponent’s pressure in a small sided game.  Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen shot.  Use different speeds and can manoeuvre/manipulate the shuttle into a number of different positions.  Accurately replicates other core skills when needed, these would include jumping, sprinting, balance, reaction time.  Can maintain a rally.  Begin to understand importance of strategy and tactics when attacking.  Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved.  Perform most gymnastic movements with control and will attempt to link elements together.  Physical literacy is developing. | Build on fundamental movement skills learned at KS2 | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Oracy skills through verbal feedback | * Resilience * Confidence * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness * Decision making | MCQs  Formative assessment through small sided games  Summative assessment through full sided games where possible  Formative and summative assessment through scenario-based activities and group/individual performances  Physical, mental and social to be assessed |
| **Year 7 Curriculum Overview**  **PE** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 3 and 4**  Pupils will take part in 2 composites per term | Dance | Perform dance movements with control and will show a range of well-coordinated choreographed movements to the set music.  Use a sound understanding of creativity and times movement patterns well with the music Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved. |  | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Oracy skills through verbal feedback | * Resilience * Confidence * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness   Decision making | MCQ’s  Formative assessment through small sided games  Summative assessment through full sided games where possible  Formative and summative assessment through scenario-based activities and group/individual performances |
| **Year 7 Curriculum Overview**  **PE** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 5 and 6**  Pupils will take part in 2 composites per term | Net Games  Maximising performance: Athletics  Rounders/softball  Cricket | Tennis: Pupils will replicate shots with control and fluency. Serves, forehand, backhand (topspin and slice),Pupils will identify different areas of the court and be able to place the ball to opposition’s weaknesses.  To develop communication and decision making skills as a doubles pairing.  Understand the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Be able to recognise that different types of activities require different type of fitness.  Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use rounders to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.  Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; batting, bowling and fielding. To develop a more detailed understanding of terminology, rules and umpire signals during a competitive game situation. Pupils will develop an understanding of how to outwit opponents using strategies and tactics during game play. | ‘Do Now’ activities based on prior learning  Application of skills into competitive situations  Transfer of knowledge, understanding and skills from one activity area to another.  Demonstrating good physical fitness or improvements in fitness  Competency in skill acquisition  Adherence to rules  Successful decision making and problem solving  Aesthetic performances  Effective transfer of knowledge from one activity area to another through interleaving | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Oracy skills through verbal feedback | * Resilience * Confidence * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness   Decision making | MCQ’s  Formative assessment through small sided games  Summative assessment through full sided games where possible  Formative and summative assessment through scenario-based activities and group/individual performances |