



Curriculum maps 2021- 2022

Subject to change re: COVID/ Health & Safety restrictions, bubble (if still applicable)

Activity/ sport taught dependent on bubble (if still applicable), member of staff and teaching area

Year 7	Year 8	Year 9	Year 10	Year 11
<p>CORE PE</p> <p>NC: Pupils should build on and embed physical development and skills learned in key stages 1 & 2, become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p><u>Autumn 1</u></p> <p>Netball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop footwork, passing and receiving and dodging</p>	<p>CORE PE</p> <p>NC: Pupils should build on and embed physical development and skills to become confident and expert in their techniques and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p><u>Autumn 1</u></p> <p>Handball or Netball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop passing and receiving and moving with the ball.</p>	<p>CORE PE</p> <p>NC: Pupils should build on and embed physical development and skills to become, confident and expert in their techniques and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p><u>Autumn 1</u></p> <p>Fitness- To understand the importance of being able to monitor heart rate and working within aerobic zones to improve cardiovascular endurance. Analyse their</p>	<p>CORE PE</p> <p>NC: Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle.</p> <p><u>Autumn 1</u></p> <p>Football- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a</p>	<p>CORE PE</p> <p>NC: Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle.</p> <p><u>Autumn 1</u></p> <p>Football- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a</p>

<p>technique. Be able to demonstrate shooting technique in isolation. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Football- To use a range of tactics and strategies to overcome opponents in direct competition. To master passing and dribbling and ball control. To develop understanding of attacking and defensive techniques. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using</p>	<p>Develop basic shooting technique in attacking play. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Football- To use a range of tactics and strategies to overcome opponents in direct competition. To develop principles of attacking/ shooting technique, developing passing, outwitting defenders and defensive play. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Fitness- Develop understanding of warming up and cooling down. Be able to plan and demonstrate an effective warm up. Understand the different types of training, and their suitability for athletes. Analyse their performances and identify strengths and weaknesses</p>	<p>performances and identify strengths and weaknesses from previous fitness testing and suggest suitable sports/ activities based on your strengths/ body type. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Football- To focus on how to use basic principles of attack and defense, to plan strategies and tactics in Football. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be</p>	<p>range of roles and responsibilities to help each other prepare and improve as a team. Looking at developing possession and ball control, attacking and defending strategies and how to organise tournaments. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Handball- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Focus on timing and use of space to support play and tactical subs, attacking and defending, developing tactics. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Fitness/ Walk & Talk-</p>	<p>range of roles and responsibilities to help each other prepare and improve as a team. Also, pupils to take on other roles as officials, organisers, coaches. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Fitness/ Walk & Talk- Pupils to participate in fitness training sessions to develop understanding of how to participate in safe practice at home with and without equipment. Pupils to experience different types of training (circuit, interval, continuous). Mental health awareness, walk and talk in Queen's Park.</p> <p>Badminton- To use and develop a variety of tactics and strategies to overcome opponents in singles and doubles play. Students to participate to develop personal fitness and promotes an active, healthy lifestyle.</p>
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<p>the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the association with ASR, the use of levels, space, stillness and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>from fitness testing and suggest ways to develop fitness. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Look into urban dance and graffiti and create their own tags. Be able to demonstrate a phrase applying style and energy. Understanding the characteristics of parkour and choreograph a duet/trio urban/parkour piece. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>able to learn stylistically duets and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/screen. Use video analysis to review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Pupils to participate in fitness training sessions to develop understanding of how to participate in safe practice at home with and without equipment. Pupils to experience different types of training (circuit, interval, continuous). Mental health awareness, walk and talk in Queen's Park.</p> <p>Netball- To use a range of tactics and strategies to overcome opponents in direct competition. To demonstrate effective team play using attacking and defensive principles and be able to devise and select appropriate strategies.</p>	<p>(See scheme of work for sequencing of learning, learning objectives).</p> <p>Netball- To use and develop a variety of tactics and strategies to overcome opponents. To be able to select advanced tactics to outwit opposition. To adapt game plans in response to the opposition and the state of the game. (See scheme of work for sequencing of learning, learning objectives).</p>
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<p style="text-align: center;"><u>Autumn 2</u></p> <p>Indoor Athletics To develop their technique and improve their performance in track and field disciplines. To perform at maximal performance to achieve their personal best at OLSJ. Track- X2, X4, X6 and relay, using turning boards. Field-standing long jump, standing triple jump, shot putt, vertical jump, speed bounce. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>OOA- To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Indoor Athletics- To develop their technique and improve their performance in track and fielding disciplines. To perform at maximal performance to achieve a new personal best. To develop knowledge when officiating. Pupils to coach, score and record and officiate competition. Track- X2, X4, X6 and relay, using turning boards. Field-standing long jump, standing triple jump, shot putt, vertical jump, speed bounce. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>OOA- To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems. To develop</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Football- To focus on how to use basic principles of attack and defence to plan strategies and tactics in Football. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Health & Fitness- To understand the importance of being able to monitor heart rate and working within aerobic zones to improve cardiovascular endurance. Analyse their performance and identify strengths and weaknesses from previous fitness testing and suggest suitable sports/ activities based on your strengths/ body type. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Handball- Pupils will focus on developing more advanced skills and apply them in game situations to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Focus on timing and use of space to support play and tactical subs, attacking and defence wall, developing tactics. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Tchoukball- To use and develop a variety of tactics and strategies to overcome opponents. Develop skills in attacking and defending, a variety of throwing skills at the rebound board in order to score, select advanced tactics to outwit opposition using shots and penalties in game play, particular attention to the jump shot.</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Handball- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Focus on developing tactics, and roles within a team and roles as officials and coaches. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Tchoukball- To use and develop a variety of tactics and strategies to overcome opponents. Develop skills in attacking and defending, a variety of throwing skills at the rebound board in order to score, select advanced tactics to outwit opposition using shots and penalties in game play, particular attention to match play and officiating roles.</p>
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<p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the associated with ASR, the use of levels, space, stillness, and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>understanding of different event types and mapping. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Health & Fitness- Develop understanding of warming up and cooling down. Be able to plan and demonstrate an effective warm up. Understand the different types of training, and their suitability for athletes. Analyse their performance and identify strengths and weaknesses from fitness testing and suggest ways to develop fitness. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Look into urban dance and graffiti and create their own tags. Be</p>	<p>Handball or Netball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop timing and use of space to support play, demonstrate shooting in isolation and game play, develop marking and defending, outwit in game play using appropriate tactics. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be able to learn stylistically duets and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/ screen. Use video analysis to</p>	<p>(See scheme of work for sequencing of learning, learning objectives).</p> <p>C2 5K- Interval training to encourage participation at home with family and friends as well as in school. Pupils follow the NHS weekly exercise which involves 3 runs per week. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Badminton- To use and develop a variety of tactics and strategies to overcome opponents in singles and doubles play. Students to participate to develop personal fitness and promotes an active, healthy lifestyle.</p>	<p>(See scheme of work for sequencing of learning, learning objectives).</p> <p>Trampolining- To develop their technique and improve their performance when demonstrating core and advanced skills. More focus on the physical benefits of participating and pupils to analyse their performance to make corrective measures. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Football- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Also, pupils to take on other roles as officials, organisers, coaches.</p>
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<p style="text-align: center;"><u>Spring 1</u></p> <p>Health & Fitness Develop understanding of warming up and cooling down. Be able to develop an effective warm up. Understand the effects exercise has on the body and be able to identify muscle groups. Analyse their performances and identify strengths in components of fitness and demonstrate improvement in technique. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>able to demonstrate a phrase applying style and energy. Understanding the characteristics of parkour and choreograph a duet/ trio urban/ parkour piece. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Trampolining- To develop their technique and improve their performance. To cover safety and recall previous learning (core skills). To develop understanding of technique and demonstrate a front and back landing in isolation. To develop sequences to suit ability and understand the importance of fluency and accuracy of moves. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Trampolining- To develop their technique and improve their performance. To cover safety and recall previous learning. Focus on ½ moves in an out of core skills. Pupils to develop height, body tension, and how to make a sequence aesthetically pleasing to an audience/ judges. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Badminton- Use and develop a variety of tactics and strategies to</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Trampolining- To develop their technique and improve their performance when demonstrating core and advanced skills. All previous core and advanced skills to be revisited and refined. Personalised learning objectives throughout. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Handball- Pupils will focus on developing more advanced skills and apply them in game situations to outwit</p>	<p>(See scheme of work for sequencing of learning, learning objectives).</p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Trampolining- To develop their technique and improve their performance when demonstrating core and advanced skills. All previous core and advanced skills to be revisited and refined. Personalised learning objectives throughout. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Table Tennis- To use and develop a variety of tactics and strategies to overcome opponents in singles and doubles play.</p>
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<p>Gymnastics To develop their technique and improve their performance in gymnastics. To develop basic rolls and partner work, balances, and group work. To understand the importance of body tension, flexibility and sequencing to create a routine. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Basketball To use a range of tactics and strategies to overcome opponents in direct competition. To develop ball familiarisation, passing and receiving, dribbling and an introduction to shooting. Pupils should use the techniques to outwit opponents.</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms.</p>	<p>HRF- Develop understanding of warming up and cooling down. Be able to plan and demonstrate an effective warm up. Understand the different types of training, and their suitability for athletes. Analyse their performance and identify strengths and weaknesses from fitness testing and suggest ways to develop fitness. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Badminton- To use a range of tactics and strategies to overcome opponents in direct competition. To focus on developing forehand and backhand serve, overhead clear and footwork. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>overcome opponents. To recall previous learning, serving and clears to move opposition. Develop the drop shot and smash in isolation and use developed skills to outwit in singles. Develop knowledge of rules in doubles. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>OAA- To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems. To understanding how to use pacing and a compass to navigate control points. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Focus on timing and use of space to support play and tactical subs, attacking and defence wall, developing tactics. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Table Tennis- To use and develop a variety of tactics and strategies to overcome opponents. Recap previous skills, develop use of top spin and slice. To understand tactics in game, play to outwit. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Football- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a</p>	<p>Students to participate to develops personal fitness and promotes an active, healthy lifestyle. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Badminton- To use and develop a variety of tactics and strategies to overcome opponents in single and double play. Students to participate to develops personal fitness and promotes an active, healthy lifestyle. (See scheme of work for sequencing of learning, learning objectives).</p> <p>Basketball- Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. Also pupils to take</p>
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<p>Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the associated with ASR, the use of levels, space, stillness and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Look into urban dance and graffiti and create their own tags. Be able to demonstrate a phrase applying style and energy. Understanding the characteristics of parkour and choreograph a duet/ trio urban/ parkour piece. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be able to learn stylistically duets and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/ screen. Use video analysis to review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>range of roles and responsibilities to help each other prepare and improve as a team. Looking at developing possession and ball control, attacking and defending strategies and how to organise tournaments. (See scheme of work for sequencing of learning, learning objectives).</p>	<p>on other roles as officials, organisers, coaches.</p>
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<p style="text-align: center;"><u>Spring 2</u></p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To perform at maximal levels to achieve their personal best at OLSJ. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, shot putt. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the associated with ASR, the use</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Handball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop passing and receiving and moving with the ball. Develop basic shooting technique in attacking play. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, triple jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be able to learn stylistically duets and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Athletics- To accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests. (See scheme of work for sequencing of learning, learning objectives).</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Rounders/ Cricket/ Softball- Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. To use and develop a variety of tactics and strategies to overcome opponents in competitive play. Pupils to also develop knowledge and understanding of the role of official. (See scheme of work for sequencing of learning, learning objectives).</p>
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<p>of levels, space, stillness, and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Cricket- To use a range of tactics and strategies to overcome opponents in direct competition. To develop throwing and catching in adapted games and under pressure, to use batting technique to outwit fielders, to develop fielding techniques. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Look at urban dance and graffiti and create their own tags. Be able to demonstrate a phrase applying style and energy. Understanding the characteristics of parkour and choreograph a duet/ trio urban/ parkour piece. (See scheme of work for sequencing of learning,</p>	<p>screen. Use video analysis to review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>		
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<p style="text-align: center;">Summer 1</p> <p>Striking and fielding- To use a range of tactics and strategies to overcome opponents in direct competition. To master basic throwing, catching, and batting in isolation, adapted games, and in competitive play. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To perform at maximal levels to achieve their personal best at OLSJ. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, shot putt. (See scheme of work for sequencing of learning,</p>	<p>learning objectives and knowledge organiser).</p> <p style="text-align: center;">Summer 1</p> <p>Rounders/ Cricket- To use a range of tactics and strategies to overcome opponents in direct competition. To develop throwing and catching in adapted games and under pressure, to use batting technique to outwit fielders, to develop fielding techniques. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m,</p>	<p style="text-align: center;">Summer 1</p> <p>Rounders- To use a range of tactics and strategies to overcome opponents in direct competition. To develop batting techniques and bowling techniques also to look at the role of the wicket keeper/ backstop/ bases to outwit. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Athletics- To develop their technique and improve their performance in track and fielding disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m, relay. Field- high</p>	<p style="text-align: center;">Summer 1</p> <p>Rounders/ Cricket/ Softball- Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. To use and develop a variety of tactics and strategies to overcome opponents in competitive play. Pupils to also develop knowledge and understanding of the role of official. (See scheme of work for sequencing of learning, learning objectives).</p>	<p style="text-align: center;">Summer 1</p> <p>Athletics- To accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. Pupils will perform a variety of athletics events, recording times and distances in all events. Pupils will engage in performing and improving their skills and personal bests. (See scheme of work for sequencing of learning, learning objectives).</p>
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<p>learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the associated with ASR, the use of levels, space, stillness, and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning,</p>	<p>relay. Field- high jump, long jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>jump, long jump, triple jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Handball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop timing and use of space to support play, demonstrate shooting in isolation and game play, develop marking and defending, outwit in game play using appropriate tactics. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be able to learn stylistically duets</p>		
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<p>learning objectives and knowledge organiser).</p> <p>Summer 2 Cricket/ Rounders/ Softball- To use a range of tactics and strategies to overcome opponents in direct competition. To master basic throwing, catching, and batting in isolation, adapted games, and in competitive play. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques</p>	<p>Summer 2 Rounders/ Cricket/ Softball- To use a range of tactics and strategies to overcome opponents in direct competition. To develop throwing and catching in adapted games and under pressure, to use batting technique to outwit fielders, to develop fielding techniques. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/ screen. Use video analysis to review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Summer 2 Rounders/ Softball/ Cricket- To use a range of tactics and strategies to overcome opponents in direct competition. To develop batting techniques and bowling techniques also to look at the role of the wicket keeper/ backstop/ bases to outwit. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques</p>	<p>Summer 2 Rounders/ Cricket/ Softball Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. To use and develop a variety of tactics and strategies to overcome opponents in competitive play. Pupils to also develop knowledge and understanding of the role of official. (See scheme of work for sequencing of learning,</p>	
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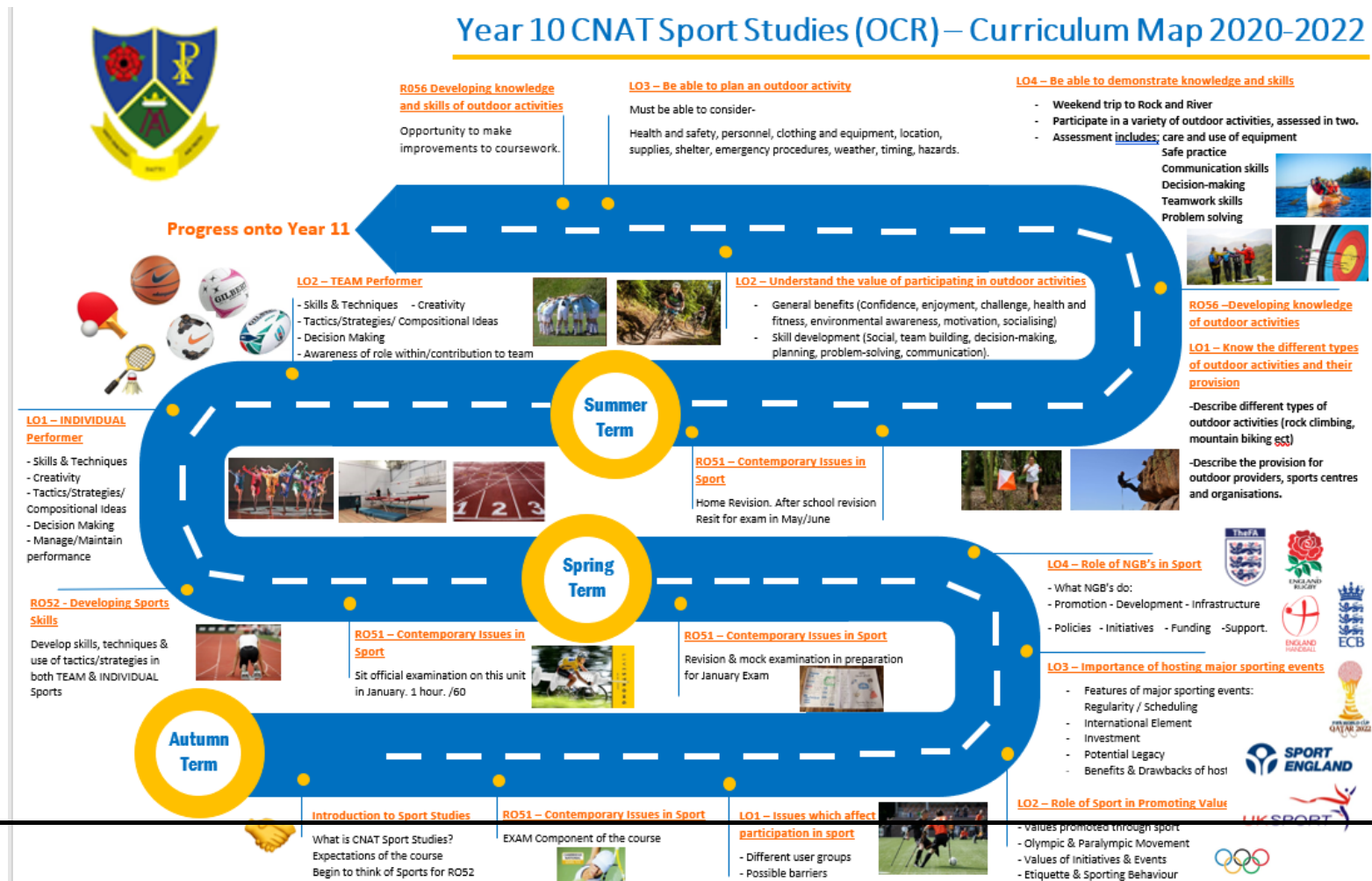
<p>within a range of dance styles and forms. Choreography- Secret Agent. To be able to learn about the basic actions of dance. Perform a short dance phrase identifying and using the basic actions of dance. To recall basic actions of dance and to choreograph a duet phrase using these. They will look at the associated with ASR, the use of levels, space, stillness, and expression. Understand how we use football as a stimulus for dance, to choreograph own section, to develop use of expression during the celebration. Develop understanding of ASR and refine movements. To choreograph a motif using relationships. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Badminton- To use a range of tactics and strategies to overcome opponents in direct competition. To focus on developing forehand and backhand serve, overhead clear and footwork. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Dance- To perform dances using advanced dance techniques within a range of dance styles and forms. Look at urban dance and graffiti and create their own tags. Be able to demonstrate a phrase applying style and energy. Understanding the characteristics of parkour and choreograph a duet/ trio urban/ parkour piece. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>within a range of dance styles and forms. Choreography- Jar of Hearts. To demonstrate safe practice through performance. To be able to learn stylistically duets and review own and other performances. To develop a piece using a theme/ motif and understanding how to choreograph for the camera/ screen. Use video analysis to review own and others' performance. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p> <p>Trampolining- To develop their technique and improve their performance. To cover safety and recall previous learning. Focus on ½ moves in an out of core skills. Pupils to develop height, body tension, and how to make a sequence aesthetically pleasing to an audience/ judges. (See scheme of work for sequencing of learning,</p>	<p>learning objectives and knowledge organiser).</p>	
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<p>Athletics- To develop their technique and improve their performance in track and field disciplines. To perform at maximal levels to achieve their personal best at OLSJ. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, shot putt. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>Athletics- To develop their technique and improve their performance in track and field disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>	<p>learning objectives and knowledge organiser).</p> <p>Athletics- To develop their technique and improve their performance in track and field disciplines. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Track- 100m, 200m, 800m, 1500m, relay. Field- high jump, long jump, triple jump, shot putt, discus, javelin. (See scheme of work for sequencing of learning, learning objectives and knowledge organiser).</p>		
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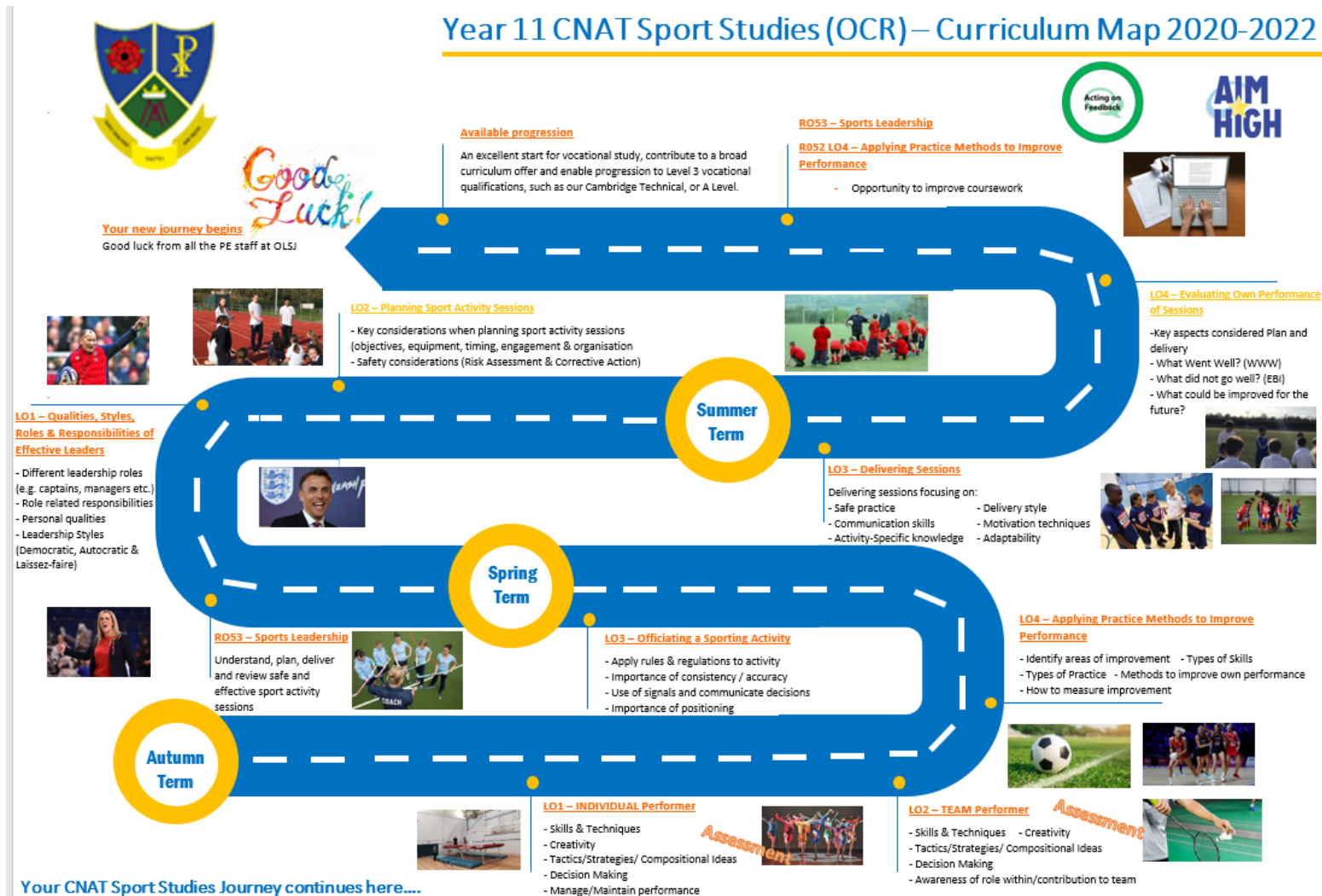
Key Stage 4 curriculum model PE and Dance (Option students)

At OLSJ we believe one size does not fit all and always aim to find a course to suit each pupil. We will adapt the curriculum and deliver GCSE PE or Cambridge Nationals Sports Studies, GCSE Dance or RSL depending on what suits the group/ the needs of the pupils.

In Year 10 Option PE pupils develop skills and understanding in-



Year 11 PE pupils develop their skills and understanding in-



Year 10 Dance pupils develop skills and understanding in-

Year 10	Practical	Theory
Half term 1 Sept- Oct	Technique work Use of a prop. Adapting to solo work Use of formation and choreographic devices in dance without contact. Dance ensemble practical – group work Intro to breathe and shift phrases (extracts for 229)	Understanding RSL requirements Target audiences Venues Understanding and designing a brief Health and safety Dance ensemble theory Homework – building repertoire of dance works watched.
Half term 2 Nov- Xmas	Dance ensemble CAPA 229 Teach Breathe and Shift Shadows Workshop Ballet & contemporary workshops	Choice of a professional work, understanding the work and choreographer. Diary of classes and workshops
Half term 3 Jan -Feb	Construction of the piece “Outside force” for CAPA 229 ENSEMBLE	Performance skills Physical, technical, expressive, mental skills
	HALF TERM	HALF TERM Update logs and reflections
Half term 4 Feb – March	Preparation and performance of piece for assessment (including re marks)	Rehearsal diaries Safe Practice, Health and safety revisited. Evaluation of the unit CAPA 229
	EASTER BREAK Develop understanding of the choreographic process prep for CAPA 222	

Half term 5 April- May	CAPA 222 Choreography Researching and devising	Choreographic process Schedules Costume Spaces Lighting Accompaniment
Half term 6 June – July	CAPA 222 Choreography Developing, rehearsing and performance	Class logs and reflections

Year 11 Dance pupils develop skills and understanding in-

Year 11	Practical	Theory
Half term 1 Sept - Oct	Recap technique and body conditioning. Formations for group dance CAPA 201E Mock	Understanding features of a brief. Venues, Target audiences Health and safety. Production team Expanding knowledge of choreographers
Half term 2 Nov- Xmas 6 weeks	CAPA 201 E Practical preparation	CAPA 201E Theoretical Preparation
Half term 3 Jan -Feb	CAPA 201E Task 2 Performance preparation Assessment window	CAPA 201E Task 1 Prep work Task 3 Evaluation
Half term 4 Feb – March	CAPA 201E Task 2 Performance preparation Assessment window	CAPA 201E Task 1 Prep work Task 3 Evaluation
