

# Oasis Media City Subject Curriculum Plan



**Subject:** PE

**Subject lead:** V.Bent

**Date updated:** July 2022

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

<b>Year Term:</b>	<b>Half</b>	<b>1 (7 weeks)</b> 5 <sup>th</sup> Sept – 21st Oct	<b>2 (7 weeks)</b> 31 <sup>st</sup> Oct – 20th Dec	<b>3 (7 weeks)</b> 5 <sup>th</sup> Jan - 17 <sup>th</sup> Feb	<b>4 (6 weeks)</b> 27th Feb – 31 <sup>st</sup> March	<b>5 (5 weeks)</b> 17 <sup>th</sup> April - 26th May	<b>6 (7 weeks)</b> 5th June – 20 <sup>th</sup> July
<b>7</b>	<i>Topic(s):</i>	Fitness (in) Multi Invasion games (out)	Badminton (in) Dance – <i>Superheroes</i> (in)	Gymnastics (in) Football/netball(out)	OAA (out) Basketball (in)	Cricket (out) Short tennis (in)	Rounders (out) Athletics (out)
	<i>Key Words(1 p/wk):</i>	muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories, technique, muscle, dumbbell, kettle bell, medicine ball, circuit training, HIIT training, Interval training, Continuous training heart rate, fatigue, repetition, set, lactic acid, rest, recovery  coordination, agility, throwing, catching, accuracy, attacker, defender, passing,	Hand-eye coordination, accuracy, power, backhand, forehand, dropshot, smash, V grip, sweet spot, ready position, court, singles, doubles, racket, shuttlecock, serve, rally, in/out  Choreography, dynamics, beat, timing, shape, formation, orientation, speed, unison, cannon,	Flexibility, travel, rotation, cartwheel, log roll, forward roll, backwards roll, counterbalance, counter tension, body tension, travel, mirror, unison, canon, position, core, aesthetic appreciation  Attack, defend, corner, free kick, passing, dribbling, shooting, accuracy, power, speed, endurance, marking  READ lesson	Coordination, accuracy, power, attack, defend, double dribble, travel, pivot, lay-up, jump shot, cross over, contact, outwit, marking  Teamwork, cooperation, resilience, problem solving, trust, communication, determination, orienteering, navigate, control mark  READ lesson	Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire  backhand, forehand, V grip, outwit, ball placement, ready position, let, underarm serve, accuracy, technique, net, court, in/out, baseline  READ lesson	Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire  Accuracy, technique, measure, Power, Speed, Strength, Endurance, Reaction time, coordination

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	receiving, contact, pivot, obstruction  READ lesson	mirroring, tempo, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity, motif, turn, balance, stillness, travel, gesture, jump  READ lesson				READ lesson
<i>Link to context/Character/careers:</i>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Develop coordination in multi ball skills. Apply effective teamwork &amp; communication in game play.</p> <p>Understand the importance of a warm up. Develop K&amp;U of the benefits of exercise</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Create own dance routine – pair/group work Know the structure of a tournament – run and score own tournament.</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Develop coordination in passing, receiving and control. Apply effective teamwork &amp; communication in game play.</p> <p>Understand the importance of good body tension. Apply</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – outdoor activity instructor, sports therapist)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Run, score and umpire own singles and doubles tournament.</p> <p>Umpire cricket game, score runs, call outs</p> <p>Know the structure of a tournament – run and score own tournament.</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Umpire rounders game, score runs/outs, call no balls. Record own athletics results – runs, jumps, throws</p> <p>Link to career pathways (job</p>

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	<p>and how to lead a healthy active lifestyle.</p> <p>Link to career pathways (job images on slide – sports professional, sports coach, fitness instructor, fitness manager, personal trainer)</p>	<p>Link to career pathways (job images on slide – choreographer, dance, PE teacher)</p>	<p>locomotion skills – balances, travel, jumps, rotation into sequences.</p> <p>Develop K&amp;U of the benefits of flexibility</p> <p>Link to career pathways (job images on slide – sports professional sports coach, PE teacher)</p>		<p>Link to career pathways (job images on slide – professional athlete, coach, events official, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>	<p>Images on slide – professional athlete, coach, official, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>
<p><i>Assessment Type:</i></p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules. Demonstration of correct skills and techniques.</p> <p>Administer and complete baseline fitness tests – bleep test, hand wall toss test, standing broad jump. Develop K&amp;U of the short and long</p>	<p><i>AP1 w/c</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques.</p>	<p>Formative: Observation, Q&amp;A. Demonstration of correct skills and techniques</p> <p>Summative: Full football game. Gymnastic performances</p>	<p><i>AP2 w/c</i></p> <p>Formative: Observation, Q&amp;A,</p> <p>Develop hand-eye coordination in basketball skills – passing, dribbling, shooting. Apply effective teamwork &amp; communication in game play.</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques.</p> <p>Summative: Singles/double short tennis. Paired cricket game</p>	<p><i>AP3</i></p> <p><i>Deadline</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques.</p>

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		<p>term effects of exercise. Benefits of circuit training. K&amp;U how exercise and diet can lead to healthy lifestyles.</p> <p>Summative: Multisport game play.. Fitness progress and results from fitness tests and challenges.</p>	<p>Summative: Singles and doubles badminton matches.</p>		<p>Apply the rules of the game.</p> <p>Summative: Full basketball game.</p>		<p>Summative: Full rounders game. Athletics results</p>
<b>8</b>	<i>Topic(s):</i>	<p>Fitness (in) Rugby (out)</p>	<p>Badminton (in) Dance - <i>Carnival</i> (in)</p>	<p>Gymnastics (in) Football/netball (out)</p>	<p>Outdoor Adventurous Activities (out) Basketball (in)</p>	<p>Cricket (out) Short tennis (in)</p>	<p>Rounders (out) Athletics (in)</p>
	<i>Key Words(1 p/wk):</i>	<p>muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories, technique, muscle, dumbbell, kettle bell, medicine ball, circuit training, HIIT training, Interval training, Continuous training heart rate, fatigue,</p>	<p>Hand-eye coordination, accuracy, power, backhand, forehand, dropshot, smash, V grip, sweet spot, ready position, court, singles, doubles, racket, shuttlecock, serve, rally, in/out</p>	<p>Flexibility, travel, rotation, cartwheel, log roll, forward roll, backwards roll, counterbalance, counter tension, body tension, travel, mirror, unison, canon, position, core, aesthetic appreciation</p> <p>Attack, defend, corner, free kick, passing, dribbling, shooting, accuracy,</p>	<p>Coordination, accuracy, power, attack, defend, double dribble, travel, pivot, lay-up, jump shot, cross over, contact, outwit, marking.</p> <p>Teamwork, cooperation, resilience, problem solving, trust, communication,</p>	<p>Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire</p> <p>backhand, forehand, V grip, outwit, ball placement, ready position, let, underarm serve, accuracy,</p>	<p>Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire</p>

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	<p>repetition, set, lactic acid, rest, recovery</p> <p>Passing, receiving, kicking, tackling, evasion, scrum, game play, offside, coordination, accuracy, tactic, strategy, ruck, mall, scrum, drop goal, try, grubber kick, offload, spin pass, pop pass</p> <p>READ lesson</p>	<p>Choreography, dynamics, beat, timing, shape, formation, orientation, speed, unison, cannon, mirroring, tempo, gesture, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity, alignment</p> <p>READ lesson</p>	<p>power, speed, endurance, marking</p> <p>READ lesson</p>	<p>determination, orienteering, navigate, control mark</p> <p>READ lesson</p>	<p>technique, net, court, in/out, baseline</p> <p>READ lesson – Racism and social media link</p>	<p>Accuracy, technique, measure, Power, Speed, Strength, Endurance, Reaction time, coordination</p> <p>READ lesson</p>
<p><i>Link to context/Character:</i></p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Develop hand-eye coordination in ball skills. Apply effective teamwork &amp; communication in game play.</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Create own dance routine – pair/group work</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Develop coordination in passing, receiving and control. Apply effective teamwork</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Display effective problem solving, teambuilding and orienteering</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Umpire rounders game, score runs/outs, call no balls.</p>

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	<p>Administer and complete fitness tests. Develop K&amp;U of the short and long term effects of exercise. Benefits of circuit training. K&amp;U how exercise and diet can lead to healthy lifestyles.</p> <p>Link to career pathways (job images on slide – sports professional, sports coach, fitness instructor, fitness manager, personal trainer)</p>	<p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – choreographer, dance, PE teacher)</p>	<p>&amp; communication in game play.</p> <p>Understand the importance of good body tension. Apply locomotion skills – balances, travel, jumps, rotation into sequences. Develop K&amp;U of the benefits of flexibility</p> <p>Link to career pathways (job images on slide – sports professional sports coach, PE teacher)</p>	<p>skills through the Oasis 9 habits.</p> <p>Develop hand-eye coordination in basketball skills – passing, dribbling, shooting. Apply effective teamwork &amp; communication in game play. Apply the rules of the game.</p> <p>Link to career pathways (job images on slide – outdoor activity instructor, sports therapist)</p>	<p>Run, score and umpire own singles and doubles tournament.</p> <p>Umpire cricket game, score runs, call outs</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer).</p>	<p>Record own athletics results – runs, jumps, throws</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>
<p><i>Assessment Type:</i></p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules. Demonstration of correct skills and techniques.</p> <p>Summative: Full rugby game. Fitness progress</p>	<p><i>AP1 w/c</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions.</p>	<p>Formative: Observation, Q&amp;A. Demonstration of correct skills and techniques.</p> <p>Summative: Full football game. Gymnastic performances</p>	<p><i>AP2 w/c</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques.</p> <p>Summative: Singles/double short</p>	<p><i>AP3 Deadline</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration</p>

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		and results from fitness tests and challenges.	Demonstration of correct skills and techniques.  Summative:. Singles and doubles badminton matches.		of correct skills and techniques.  Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges	tennis. Paired cricket game	of correct skills and techniques. Summative: Full rounders game. Athletics results
<b>9</b>	<i>Topic(s):</i>	Fitness (in) Rugby (out)	Badminton (in) Dance – <i>Musical Theatre</i> (in)	Trampolining (in) Hockey (out)	Outdoor Adventurous Activities (out) Basketball (in)	Cricket (out) Volleyball (in)	Softball (out) Athletics (in/out)
	<i>Key Words(1 p/wk):</i>	muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories, technique, muscle, dumbbell, kettle bell, medicine ball, circuit training, HIIT training, Interval training, Continuous training heart rate, fatigue, repetition, set, lactic acid, rest, recovery	Hand-eye coordination, accuracy, power, backhand, forehand, dropshot, smash, V grip, sweet spot, ready position, court, singles, doubles, racket, shuttlecock, serve, rally, in/out	Flexibility, body tension, tuck, pike straddle, ½ twist, full twist, seat drop, swivel hips, somersault, back/front drop,  Hand eye coordination, Indian dribble, push pass, reverse stick, control  READ lesson	Coordination, accuracy, power, attack, defend, double dribble, travel, pivot, lay-up, jump shot, cross over, contact, outwit, marking.  Teamwork, cooperation, resilience, problem solving, trust, communication, determination,	Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire  Set, volley, dig, serve, spike, rally, block, overhead, court, net, angles, tactics, game plan, officiating/umpiring, captaincy,	Coordination, speed, power, reaction time, batting, pitching, ball, strike, tagged, infield, outfield, fair territory, foul territory, diamond, dead ball territory, home plate, teamwork, timing, accuracy, tactic, strategy, communication, ball placement,

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	<p>Passing, receiving, kicking, tackling, evasion, scrum, game play, offside, coordination, accuracy, tactic, strategy, ruck, mall, scrum, drop goal, try, grubber kick, offload, spin pass, pop pass</p> <p>READ lesson</p>	<p>Choreography, dynamics, beat, timing, shape, formation, orientation, speed, unison, cannon, mirroring, tempo, gesture, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity, body percussion</p> <p>READ lesson</p>		<p>orienteering, navigate, control mark</p> <p>READ lesson</p>	<p>adjustments/variations, anticipation, fitness, court positioning.</p> <p>READ lesson</p>	<p>anticipation, outwit, role, responsibility, umpire</p> <p>Accuracy, technique, measure, Power, Speed, Strength, Endurance, Reaction time, coordination</p> <p>READ lesson</p>
<p><i>Link to context/Character:</i></p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Develop hand-eye coordination in ball skills. Apply effective teamwork &amp; communication in game play.</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Create own dance routine – pair/group work</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Create own trampoline routine – Know the trampoline safety expectations</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Display effective problem solving, teambuilding and orienteering skills through the Oasis 9 habits.</p>	<p>Run, score and umpire own singles and doubles tournament.</p> <p>Umpire cricket game, score runs, call outs.</p> <p>Umpire volleyball game, run and score own tournament</p> <p>Link to career pathways (job images on slide –</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Umpire softball game, score runs/outs, call strikes/foul ball.</p> <p>Record own athletics results –</p>



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	<p>Administer and complete fitness tests. Develop K&amp;U of the short and long term effects of exercise. Benefits of circuit training. K&amp;U how exercise and diet can lead to healthy lifestyles.</p> <p>Link to career pathways (job images on slide – sports professional, sports therapist)</p>	<p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – choreographer, dance, PE teacher)</p>	<p>Develop hand-eye coordination in hockey skills – passing, controlling, dribbling, shooting. Apply effective teamwork &amp; communication in game play. Apply the rules of the game.</p> <p>Link to career pathways (job images on slide – sports professional sports coach, PE teacher)</p>	<p>Develop hand-eye coordination in basketball skills – passing, dribbling, shooting. Apply effective teamwork &amp; communication in game play. Apply the rules of the game.</p> <p>Link to career pathways (job images on slide – outdoor activity instructor, sports therapist)</p>	<p>sports professional sports coach, PE teacher)</p> <p>runs, jumps, throws</p> <p>Link to career pathways (job images on slide – sports professional sports coach, PE teacher)</p>	
<p><i>Assessment Type:</i></p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules. Demonstration of correct skills and techniques.</p> <p>Summative: Full tag rugby game. Fitness</p>	<p><i>AP1 w/c</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions.</p>	<p>Formative: Observation, Q&amp;A. Demonstration of correct skills and techniques.</p> <p>Summative: Full hockey game. Create a 10 bounce trampoline routine</p>	<p><i>AP2 w/c</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques.</p> <p>Summative: Singles/double short</p>	<p><i>AP3 Deadline</i></p> <p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration</p>

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		progress and results from fitness tests and challenges.	Demonstration of correct skills and techniques.  Summative:. Singles and doubles badminton matches.		of correct skills and techniques.  Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges	tennis. Full volleyball game.	of correct skills and techniques.  Summative: Full softball game. Athletics results
<b>10</b>	<i>Topic(s): BTEC SPORT  (Please see OCL LTP)</i>	1.1 Unit 1  Topic: Explore types and provision of sport and physical activity for different types of participants  Core PE: Badminton Trampolining Rugby	1.2 Unit 1  Topic: Examine equipment and technology required for participants to use when taking part in sport and physical activity  Core PE: Volleyball Football Dance	2.1 Unit 1  Topic: Preparing participants to take part in sport and physical activity  Core PE: Basketball Trampolining Hockey	2.2 Unit 2  Topic: Understand how different components of fitness are used in different physical activities  Core PE: Football Basketball Boxing	3.1 Unit 2  Topic: Be able to participate in sport and understand the roles and responsibilities of official  Core PE: Short tennis Table tennis Cricket	3.2 Unit 2  Topic: Demonstrate ways to improve participants sporting technique  Core PE: Rounders Table tennis Softball

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	<i>Assessment Type:</i>	Report writing · Analytical writing · Comparative writing · Physical development · Emotional development · Social development · Global, international, and local issues in sport and health	<i>AP1 w/c</i> Research skills · Analytical writing · Comparative writing · Presenting · IT Skills (PowerPoint, text, images, embedding content)	· Research skills · Leadership skills · Communication skills · Practical demonstrations · Coaching skills · Organisation · Reflective writing	<i>AP2 w/c</i> · Report writing · Analytical writing · Technical and tactical knowledge of chosen sports	· Continuous skills · Serial skills · Discrete skills · Communication · Specific demands of sport · Decision making strategies · Presenting · IT Skills (PowerPoint, text, images, embedding content)	<i>AP3 w/c</i> · Performance analysis · Leadership skills · Communication · Practical demonstrations
<b>11</b>	<i>Topic(s):</i> VCERT NCFE Health & Fitness Technical Award	Core PE: Badminton Trampolining Rugby  Sport Studies Practical LBA – Fitness testing VBE – Fitness testing TDE- Fitness testing  Unit 2 LO1: Understand the impact of lifestyle on health and fitness Unit 2: Health related fitness tests, Skill related fitness tests, Using data to analyse fitness	Core PE: Volleyball Football Dance  Sport Studies Practical LBA – Fitness testing VBE – Fitness testing TDE- Fitness testing  Unit 1 Exam preparation LO1: Body Systems LO2: Understand the	Core PE Basketball Trampolining Hockey  Sport Studies Practical LBA – Fitness testing VBE – Fitness testing TDE- Fitness testing  Unit 2: Internal Synoptic Project (Jan)  Tasks 1-3	Core PE Football Basketball Boxing  Unit 2: Internal Synoptic Project (Dec/Jan)  Tasks 4 & 5  External Assessment examination resit & coursework submission	Core PE Cricket Short tennis Table tennis  Coursework 2 <sup>nd</sup> submission by June 2023	

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			<p>effects of health and fitness activities on the body</p> <p>Exam</p> <p>LO3: Understand the components of health and fitness</p> <p>LO4: Understand the principles of training</p> <p>External Assessment examination</p> <p>Unit 2: Internal Synoptic Project preparation (Dec)</p> <p>Unit 2 Health &amp; Fitness analysis tools, Goal setting, Structure of a fitness programme, Structure of a session card</p> <p>Importance of a</p>				
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			warm up & cool down, Health & safety of fitness				
<i>Key Words(1 p/wk):</i>	<p>Sedentary lifestyle, rest, recovery, sleep, physical/social/mental wellbeing, activity levels</p> <p>Eatwell guidelines, Carbohydrates, Protein, Fats, Fibre, Vitamins, Minerals, Water</p> <p>Stress, smoking, alcohol, Performance enhancing drugs, recreational drugs</p> <p>Cardiovascular endurance (bleep test) Muscular endurance (press-ups, sit-ups) Muscular strength (dynamometer) Flexibility (sit and reach) Body Composition (BMI index, skinfold callipers) Agility (Illinois run) Balance (stork</p>	<p>Skeletal, Muscular, Respiratory, Cardiovascular, Energy system, Aerobic, Anaerobic,</p> <p>Breathing rate, Heart rate, stroke volume and cardiac output, Blood pressure, Body temperature, Hydration levels, Muscle fatigue, Delayed onset of muscular soreness (DOMS), endomorph, ectomorph, mesomorph</p> <p>Health, Fitness, Muscular endurance,</p>	<p>PAR-Q, Lifestyle questionnaire, food diary, client progress review, SMART Goals, risk assessment, warm up, cool down, lactic acid Cardiovascular endurance, Agility, Progression, Specificity, Frequency, Intensity, Time, Type, PAR-Q, Lifestyle questionnaire, client progress review, SMART Goals, Continuous training, Circuit training, Fartlek training, Hollow sprints, Acceleration sprints, Plyometric training</p>	<p>Health &amp; Fitness Programme, Warm up, Cool down, 30m Sprint test, Hand grip dynamometer test, normative data, re-test, assess, analyse, conclusion, evaluate</p>			

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		stand) Power (standing broad jump) Speed (30m sprint) Reaction time (ruler drop) Coordination (wall toss). Normative data	<p>Muscular strength, Body composition, Flexibility, Cardiovascular endurance, Agility, Coordination, Reaction time, Power, Balance, Speed</p> <p>Specificity, Progression, Overload, Reversibility, Tedium. Frequency, Intensity, Type, Time</p>				
<i>Link to context/Character:</i>	Unit 2 - Lifestyle factors, Activity levels, Diet, Rest & recovery, Other factors	Exam preparation Unit 1	Unit 2: Internal Synoptic Project. Tasks 1-5  External Exam results (Jan 2022)	External Assessment examination resit  Coursework 1st submission (April)	Coursework 2 <sup>nd</sup> submission (May)		
		LO1: Body Systems LO2: Understand the effects of health and					

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			<p>fitness activities on the body LO3: Understand the components of health and fitness LO4: Understand the principles of training</p> <p>External Assessment examination</p>				
<i>Assessment Type:</i>	<p><i>AP1</i></p> <p>(June exam 2022 results)</p> <p>Q&amp;A, knowledge tests, growth tasks</p>	<p>AP2 Nov PPE Deadline VCERT exam Resit</p> <p>Observation, Q&amp;A, knowledge tests, growth tasks</p> <p>External Assessment examination resit (Nov)</p>	<p>Internal Synoptic Project - coursework</p> <p>Observation, Q&amp;A, <i>witness statements, written draft, type up</i></p>	<p>AP3 March RESIT</p> <p>Coursework submission deadline (April)</p>	<p>Final forecast May</p> <p>Coursework 2<sup>nd</sup> submission deadline (June)</p>		

# Oasis Media City Subject Curriculum Plan



## **Key Questions:**

### **1. What is the overarching intent for your curriculum?**

KS3 students participate in x2 60 minutes lessons a week, KS4 X1 60 minute lesson a week. Y10 BTEC students x1 60 minute practical and x2 60 minute theory lessons. Y11 VCERT students x1 60 minute practical and x2 60 minute theory lessons.

The Oasis Physical Education Curriculum will improve students' health and wellbeing through a holistic approach that allows them to flourish and become valuable members within their community. Students will be provided with opportunities to develop personally through a wide range of experiences. They will have opportunities to engage and excel in competitive sport, physical activities and leadership, building character and embedding wider core values throughout.

The curriculum has been designed to inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We offer all students a variety of activities to develop application of skill and knowledge in both practice and games. The intent is for all students to access an inclusive curriculum that they can enjoy and achieve, promoting health and wellbeing so they continue to participate in some form of physical activity beyond school life. Elements of the lesson and fitness activities are planned to prepare students to make option choices in year 9.

## **Y10 BTEC Tech Award**

The Tech Award gives students the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology



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## **Pearson BTEC Level 1/Level 2 Tech Award in Sport**

1 Preparing Participants to Take Part in Sport and Physical Activity 36 1/2 Internal – externally moderated

2 Taking Part and Improving Other Participants Sporting Performance 36 1/2 Internal – externally moderated

3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity 48 1/2 External Synoptic

## **We value character, competence and community in our curriculum:**

- **Character:** Physical education can promote the holistic development of students, helping them to become better versions of themselves by emphasising moral traits such as respect and fairness. Within our heart assessment students will be encouraged to promote sportsmanship and fair play, students will develop good habits that will bring out the best in each other both inside and outside of sport and physical activity.
- **Competence:** Through our hands and head assessment students will be developing their competence within physical education, which will improve confidence and provide students with the skills and knowledge to lead physically active lives. Physical education will ensure students aspire and take the next steps in their education and personal challenges.
- **Community:** Through teamwork and opportunities to build character, physical education can foster a sense of belonging amongst students. Students learn how to work collaboratively in physical education which is embedded within the heart assessment, developing leadership skills and helping students to create meaningful relationships and contribute to a positive community culture. Students will understand the pathways within community sport promoting lifelong physical activity. Through sport, students will recognise social and physical barriers to sport within their community and wider topical issues, modelling the nine habits.

## **Aims:**

1. To encourage the personal development of students through a range of experiences and activities.
2. To equip students with the skills and knowledge to become physically literate.
3. To develop students holistically, promoting the positive benefits of a healthy lifestyle.

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4. To develop an awareness of local, national and global barriers within sport.

## **2. How does this curriculum build student's knowledge of the world around them both locally and nationally?**

Students will develop their knowledge and understanding of health and fitness and how to lead a healthy active lifestyle. There are opportunities for students to participate competitively in the Salford school games and attend local events/festivals. These events allow students to explore various activities and experiences beyond academy life. In summer students can represent Media City in the Oasis North Athletics event in Sheffield. We also have strong links with Lowry Dance, Trafford Handball, Manchester City Foundation (Coach Ron delivers basketball sessions), Salford Red Devils and Manchester United Emerging Talent Programme. At the end of every half term students will read a sports article linked to that activity and incorporate cultural and diverse role models within lessons.

## **3. How is this curriculum designed to engage students and develop a passion for the subject?**

PE staff will deliver high quality teaching, learning and assessment to maximise student achievement and develop character. We offer a wide range over 14 activities. These activities are planned where students can have the most engagement and achieve most progress. These activities also fall in line with the school games calendar so students have the opportunity to compete against other schools. Each half term students are offered extra-curricular activities to build on their knowledge and skill application through competitive games. Students can participate in different roles e.g. performer, leader, organiser. There are opportunities for students to engage in competition however there is a focus on participation, particularly in individual activities. Fitness activities are designed to prepare students to make option choices in year 9. Fitness and athletics results will also be displayed and recorded to show student development. Students will have the opportunity to read sports articles and lessons will be linked to cultural and diverse role models. Career links to each activity will also be displayed and promoted. In years 10 and 11 there is also an opportunity to experience career talks e.g. Richardson Sports where they deliver advice, pathway options and information on their sport management business. KS4 students are given a choice of activities – to promote healthy active lifestyles. Aim is by the end of KS4 most students will have some experience of a leadership role. Students take on leadership roles and ownership of the lesson e.g. lead on warm ups, delivering drills, umpiring, organising and structuring tournaments, time keeper, scorer (basketball/badminton), leadership within a team (captaincy).

## **4. How does this curriculum cater for the needs of our students?**

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## Core concepts and principles of progression

The Oasis Physical Education curriculum is sequentially planned so that the core and wider skills and knowledge required to be physically literate are developed over time.

- **Movement skills (Hands):** students develop locomotor, non-locomotor and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.
- **Health and fitness (Hands):** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.
- **Technical skills (Hands):** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).
- **Tactical knowledge (Head):** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.
- **Leadership (Head & Heart):** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.
- **Analytical skills (Head):** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.
- **Sportsmanship (Heart):** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

Low ability students may use modified equipment and are given extra one to one support. Task cards/you tube clips are used for visual aids and rules may be adapted. In theory lessons modelling is used to show Pass, Merit, Distinction answers and writing frames are used to support EAL and SEN students. High ability students are given leadership roles such as coaching and umpiring/refereeing. There are elements of both participation and competition focus built and differentiated into the lessons.

## 5. How is assessment used to improve learning?

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Through our carefully sequenced and ambitious curriculum we intend that our varied and diverse physical education provision will achieve these outcomes.

## Hand:

- Work with subject specialists/ professional coaches/ community clubs from a range of sports.
- Demonstrating a variety of movements confidently and competently across a wide range of physical activities.
- Performing sporting skills with good technique and fluency.
- Engaging in extracurricular clubs and enrichment activities that allow them to develop their own sporting interests and skills.

## Head:

- Implementing tactics within a variety of sporting scenarios.
- Developing the motivation and ability to understand, communicate, apply and analyse various forms of movement.
- Creating opportunities for students to identify areas of improvement and the knowledge required to make those improvements.
- Understanding the importance of being active and making educated healthy choices.

## Heart:

- The promotion of sportsmanship, fair play and empathy through sport and physical activity.
- Develop communication skills and social skills through team-based activities.
- Demonstrating a self-belief and desire to improve.
- Recognise the importance of inclusivity and work with others to promote a positive learning environment.

Students are assessed through various methods such as Q&A, teacher observation, formative and summative and self/peer assessment. Staff are encouraged to challenge students deeper thinking – ‘why?’ ‘how?’ ‘what?’. Students will be given thinking time and time to respond. Modelling is used to highlight strengths with the use of self and peer assessment to suggest ways to improve. This allows teacher and student feedback after observation. In theory lessons, students are given growth tasks based upon marking feedback and complete knowledge/end of unit tests for each topic. During each assessment point of the academic year, students will be assessed on their skill application, knowledge application, leadership, effort and behaviour for learning using the new Hands, Head, Heart assessment framework. This is a 3 year progressive pathway for students to achieve all 27 HHH criteria points

## **6. What skills will students develop that can be used in other subject areas and beyond their school life?**

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PE, school sport and physical activity have a high profile and are celebrated across the life of the school. They play an integral role in promoting student's aspirations and sense of community through; for instance, high profile intra school competition, students acting as role models, celebration of individual and team success.

Students will develop the Oasis 9 habits to build their character and improve confidence in their leadership skills. In athletics and fitness testing, students can apply their knowledge of mathematics when counting, measuring and recording. In fitness lessons and all warm ups, students will be introduced to the names of bones and muscles and explore ways to lead a healthy active lifestyle. This has cross curricular links with science and VCERT health and fitness (body systems) in year 10. Students will develop character, values, personal and social skills to enable them to contribute to their community and succeed in life.

## **Enrichment opportunities**

Students will be provided with a range of extra-curricular activities throughout their time in our Academy. They will have the opportunity to experience competitive and non-competitive individual and team activities, providing them with the opportunity to find activities they enjoy and wish to pursue outside of their education. Gifted students will be identified throughout their time in the Academy and will have opportunities to represent and pursue their talents on Excel Teams and develop on Inspire Teams. We also enter students into the Salford School Games as competition or festival experiences allow them to explore competition and participation opportunity across the Borough.

[School Games Roadmap 2021 - Final.pdf \(yourschoolgames.com\)](https://yourschoolgames.com/School_Games_Roadmap_2021_-_Final.pdf)

## **Language and Literacy**

- Students use knowledge organisers to develop key vocabulary, recall key skills/techniques and develop understanding of rules/scoring system
- To develop reading further, each half term students will read an article linked to the lesson.
- Literacy maps can be used to highlight key vocabulary e.g. gymnastics, trampolining, dance, fitness
- Content is linked to other subjects e.g. Eatwell plate in fitness linked to Food Technology
- Students are taught key words within the skill e.g. badminton – drop shot
- Keyword displays will be visible in indoor areas
- Students are expected to use correct terminology e.g. forward roll (roly poly) somersault (front flip)
- These are encouraged through oracy when giving peer assessment feedback and through Q&A. Discussing team tactics.

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- Students develop writing through WWW/EBI, write down sequences in gymnastics and trampolining
- We use acronyms e.g. BEEF in basketball and use peer assessment task cards e.g. lay up, volleyball, rounders, athletics.
- Students read criteria, fitness circuit cards
- In theory lessons, students read text, highlight key vocabulary and summarise into bullet points for revision content.
- We have key PE vocabulary that we will be creating on a display board with terms and examples used in sporting context

## **Mathematics/Numeracy**

- Scoring system of games
- Map skills – orienteering
- Counting beats/timing - Dance
- Counting repetitions in fitness activities
- Measuring distances of throws and jumps in athletics.
- Shape and space – planning a sequence.
- Timing of runs in fitness and athletics
- Record game timings in mini tournaments e.g. tennis, badminton, basketball, rounders, cricket
- Use numeracy when organising e.g. badminton fixtures – work out order of play & length of games based on number of teams time of lesson
- In fitness lessons – calculating distance run (cooper run) and calories burned.
- Analyse data in fitness testing – compare results to normative data
- At KS4 students review data in more detail - analyse results before and after a training programme and evaluate how and why they have improved.

## **British Values**

### Respect for rule of law

- Students play within the rules of activity.
- They follow H&S guidelines from each governing body e.g. in athletics they are taught how to carry and collect equipment in the throwing events.
- In trampolining and gymnastics – how to use equipment and execute skills safely through the progressions.

### Mutual respect & tolerance of others

- Students are taught to respect equipment, each other and each others ability.

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- Students are able to make judgements about performance through self and peer assessment.

## Democracy

- At the end of each term students are given choices of which activity they would like to do.
- In KS4 students pick their own activity each term.
- There is also opportunity for students to pick their own teams and select captaincy role. Activities are mixed e.g. rounders and badminton.

## Individual liberty

- Students apply their own tactics
- Run their own tournaments e.g. badminton, table tennis.
- Create their own sequences e.g. trampolining and gymnastics.
- Set their own level of challenge in fitness activities – pick challenging exercise in circuits
- KS4 choose what activity they want to do.

## **7. How is learning planned to progressively develop pupil's knowledge and understanding over time?**

Different skills and techniques are taught each lesson through key teaching points and demonstration. All students are given the opportunity of guided student practice, to go away and independently practice and then to apply skills within the games or performance. Within these games, students are introduced to basic rules and scoring with some games being conditioned or these rules being adapted. Skills are revisited each lesson and are applied within the games. Modelling is used to highlight strengths and identify improvements. Students are also given time to reflect on their performance through self and peer assessment using WWW/EBI.

Our year themes outline the key skills and qualities we want our students to develop during their time in physical education. We believe these skills and qualities will help our students to become the best that they can be and flourish within their communities. Giving them the best start in their lives once they have left the Academy

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- **Year 7 - Knowing myself** - *Students will learn about their physical, intellectual, emotional and social strengths and weaknesses. They will develop teamwork and understand responsibilities required to be successful in sport and health lessons.*

Students build on and embed the physical development and skills learned in key stages 1 and 2. These skills are then applied into mini games. E.g. develop fundamental and coordination skills (passing, dribbling, receiving) in basketball and apply in 3v3 games.

- **Year 8: Creating a growth mindset** - *Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally and socially. Students will positively reinforce improvements in themselves and others.*

Emphasis on applying skills into more active game play. They build their application of knowledge through game play and applying tactics and strategies. e.g. half court press (attack vs defence) in netball.

- **Year 9: Developing leadership** - *Students will develop leadership qualities, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and work with governing bodies for different sports.*

Emphasis on applying skills into more active game play. They build their application of knowledge through game play and applying tactics and strategies. e.g. half court press (attack vs defence) in netball.

- **Year 10: Improving resilience** - *Students will learn about mental health (factors that can support positive mental health and barriers that prevent it). Students will explore how to handle pressure, coping mechanisms and routines that build resilience.*

Year 10 and 11 - Skills and tactical play is developed and is more effective through full games. Students are encouraged to use a wider range of tactics and strategies to overcome opponents in direct competition through team and individual games. E.g. defending a corner in football

- **Year 11: Making healthy choices** - *Students will be given responsibility for making their activity choices in lesson. Students will understand the short and long term physical and mental health benefits to exercise. Students will plan exercise beyond the school day and be able to discuss with teachers any support they may require.*



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## **8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?**

All KS3 students participate in two activities each half term. KS3 students are introduced to new vocabulary and key terms in relation to BTEC Sport. KS4 BTEC and VCERT students are encouraged to use knowledge organisers. They will have weekly knowledge tests and an end of unit test based on topics studied. VCERT theory lessons are now linked to the synoptic project and activities are linked to last years assessment tasks.

## **9. How is this curriculum adapted to cater for the needs of students with different starting points?**

Classes are now same sex with the exception of lower sets. Lessons are pitched to the highest ability and then modified to cater for the needs of our SEN and EAL students. Learning outcomes are differentiated into 'BRONZE, SILVER, GOLD' criteria.

## **10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?**

Lesson plans and resources are shared within the department and we ensure to teach the same lesson, adapting to cater for the needs of students. We follow the OCL PE curriculum for KS3. All lesson plans and MTPSs are shared however I have adapted them for our students and activity spaces. Some CPD sessions are offered throughout the academic year to develop knowledge and confidence e.g. dance. QA Learning walks and Steplab Coaching are scheduled every two weeks throughout the academic year alongside CPD training. PE staff will deliver high quality teaching, learning and assessment to maximise student achievement and develop character. Mr Turner has also completed a standardisation training course for VCERT to develop confidence and understanding of grading criteria when assessing the learners responses to the internally assessed unit 1. Staff will complete ongoing moderation training for BTEC and there will be OCL PE sessions we can attend – Planning, assessment, practical CPD