

# Oasis Media City Subject Curriculum Plan



**Subject:** PE

**Subject lead:** V.Bent

**Date updated:** 15/07/2021

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> 6 <sup>th</sup> Sept – 21st Oct	<b>2 (7 weeks)</b> 1 <sup>st</sup> Nov – 17th Dec	<b>3 (7 weeks)</b> 5 <sup>h</sup> Jan - 18 <sup>th</sup> Feb	<b>4 (6 weeks)</b> 28th Feb – 1 <sup>st</sup> April	<b>5 (5 weeks)</b> 19 <sup>th</sup> April - 27th May	<b>6 (7 weeks)</b> 6th June – 22nd July
<b>7</b>	<i>Topic(s):</i>	Fitness (in) Multi Invasion games (out)	Badminton (in) Dance (in)	Gymnastics (in) Football (in)	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, 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 - Women in sport	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	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 – Racism and social media link	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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	<p>receiving, contact, pivot, obstruction</p> <p>READ lesson – Mental Health in sport (Aaron Lennon) Mental Health Day 10th October</p>	<p>mirroring, tempo, gesture, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity</p> <p>READ lesson - Equality link to Human Rights Day 10th December and female participation in Qatar</p>	<p>(This Girl Can) IWM 8th March</p>	<p>READ lesson - Autism Awareness Day 2nd April link to disability sports</p>		<p>READ lesson - Current issues in sport</p>
<p><i>Link to context/Character/careers:</i></p>	<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</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Create own dance routine – pair/group work</p> <p>Know the structure of a tournament – run and score</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – sports professional sports coach, PE teacher)</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>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Umpire rounders game, score runs/outs, call no balls.</p> <p>Record own athletics results – runs, jumps, throws</p>

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	<p>benefits of exercise 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>own tournament.</p> <p>Link to career pathways (job images on slide – choreographer, dance, PE teacher)</p>			<p>Know the structure of a tournament – run and score own tournament.</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>Link to career pathways (job images on slide – professional athlete, coach, official, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>
<i>Assessment Type:</i>	<p><i>AP1 w/c</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 term effects of exercise. Benefits of circuit</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques.</p> <p>Summative: Singles and doubles badminton matches.</p>	<p><i>AP2 w/c</i></p> <p>Formative: Observation, Q&amp;A. Demonstration of correct skills and techniques</p> <p>Summative: Full football game. Gymnastic performances</p>	<p>Formative: Observation, Q&amp;A, Demonstration of correct skills and techniques. Step-Up, Press-Up &amp; Sit-Up Tests.</p> <p>Fitness progress and results from fitness tests and challenges.</p> <p>Summative: Full football game.</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> <p>Summative: Full rounders game. Athletics results</p>

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		<p>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>					
<b>8</b>	<i>Topic(s):</i>	Fitness (in) Rugby (out)	Badminton (in) Dance (in)	Gymnastics (in) Football (out)	Outdoor Adventurous Activities (out) Basketball (in)	Cricket (out) Short tennis (in)	Rounders (out) Athletics (in)
	<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  Choreography, dynamics, beat,	Flexibility, counterbalance, counter tension, body tension, travel, mirror, unison, canon, position, core, aesthetic appreciation  Attack, defend, corner, free kick, passing, dribbling, shooting, accuracy, power, speed,	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,	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	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,

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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 – Mental Health in sport (Aaron Lennon) Mental Health Day 10th October</p>	<p>timing, shape, formation, orientation, speed, unison, cannon, mirroring, tempo, gesture, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity</p> <p>READ lesson - Equality link to Human Rights Day 10th December and female participation in Qatar</p>	<p>endurance, marking</p> <p>READ lesson - Women in sport (This Girl Can) IWM 8th March</p>	<p>navigate, control mark</p> <p>READ lesson - Autism Awareness Day 2nd April link to disability sports</p>	<p>READ lesson – Racism and social media link</p>	<p>Speed, Strength, Endurance, Reaction time, coordination</p> <p>READ lesson – Current issues in sport</p>
<i>Link to context/Character:</i>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Develop hand-eye coordination in ball skills. Apply effective</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>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job</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</p>

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	<p>teamwork &amp; communication in game play.</p> <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>Create own dance routine – pair/group work 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>Link to career pathways (job images on slide – sports professional, sports coach, PE teacher)</p>	<p>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>runs/outs, call no balls. 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><i>AP1 w/c</i> Formative: Observation, Q&amp;A, knowledge and understanding of rules. Demonstration of correct skills and techniques.</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions. Demonstration</p>	<p><i>AP2 w/c</i> Formative: Observation, Q&amp;A. Demonstration of correct skills and techniques.  Summative: Full netball game.</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques.</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques.  Summative: Singles/double short</p>	<p><i>AP3</i> <i>Deadline</i> Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration of</p>

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		Summative: Full rugby game. Fitness progress and results from fitness tests and challenges.	of correct skills and techniques.  Summative: Singles and doubles badminton matches.	Gymnastic performances	Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges	tennis. Paired cricket game	correct skills and techniques. Summative: Full rounders game. Athletics results
<b>9</b>	<i>Topic(s):</i>	Fitness (in) Rugby (out)	Badminton (in) Dance (in)	Trampoline (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  Passing, receiving, kicking, tackling, evasion, scrum, game	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,	Flexibility, body tension, tuck, pike straddle, twist, seat drop, swivel hips, somersault, back/front drop,  Hand eye coordination, Indian dribble, push pass, reverse stick, control  READ lesson - Women in sport (This Girl Can) IWM 8th March	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	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, adjustments/variations, anticipation, fitness, court positioning.	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,

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	<p>play, offside, coordination, accuracy, tactic, strategy, ruck, mall, scrum, drop goal, try, grubber kick, offload, spin pass, pop pass</p> <p>READ lesson – Mental Health in sport (Aaron Lennon) Mental Health Day 10th October</p>	<p>speed, unison, cannon, mirroring, tempo, gesture, genre, improvise, motif, rhythm, levels, direction, action, movement, creativity</p> <p>READ lesson - Equality link to Human Rights Day 10th December and female participation in Qatar</p>		<p>READ lesson - Autism Awareness Day 2nd April link to disability sports</p>	<p>READ lesson – Racism and social media link</p>	<p>Reaction time, coordination</p> <p>READ lesson – Current issues in sport</p>
<i>Link to context/Character:</i>	<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 Know the structure of a tournament –</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – sports professional</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>Run, score and umpire own singles and doubles tournament.</p> <p>Umpire cricket game, score runs, call outs. 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 rounders game, score runs/outs, call no balls. 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>run and score own tournament.</p> <p>Link to career pathways (job images on slide – choreographer, dance, PE teacher)</p>	<p>sports coach, PE teacher)</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><i>AP1 w/c</i> Formative: Observation, Q&amp;A, knowledge and understanding of rules. Demonstration of correct skills and techniques.</p> <p>Summative: Full tag rugby game. Fitness progress and results from fitness tests and challenges.</p>	<p>Formative: Observation, Q&amp;A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques.</p> <p>Summative: Singles and doubles badminton matches.</p>	<p><i>AP2 w/c</i> 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>Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques.</p> <p>Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges</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. Full volleyball game.</p>	<p><i>AP3</i> <i>Deadline</i> Formative: Observation, Q&amp;A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques.</p> <p>Summative: Full rounders game. Athletics results</p>

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<b>10</b>	<i>Topic(s):</i>	<p>Sport Studies Practical: LBA – Rugby TDE – Rugby VBE - Rugby</p> <p>Core PE: LBA – Badminton VBE - Handball JTU – Rugby TDE – Table-tennis/Rugby</p> <p>Unit 1: Body systems. Effects of health &amp; fitness on the body, energy systems, effects of exercise on the body</p>	<p>Sport Studies Practical: LBA – Hockey TDE – Hockey VBE - Hockey</p> <p>Core PE: LBA – Volleyball VBE - JTU – Hockey Trampolining TDE – Football</p> <p>Unit 1: Health and skill related components, Principles of training – SPORT, principles of FITT</p>	<p>Sport Studies Practical: LBA – Fitness TDE – Fitness VBE - Fitness</p> <p>Core PE: LBA – Netball VBE - JTU – Basketball TDE – Fitness circuits (dance studio)</p> <p>Unit 1: Exam Revision Body Systems, short &amp; long term effects of exercise, energy systems, Health and skill related components, principles of training FITT &amp; SPORT</p>	<p>Sport Studies Practical: LBA – OAA TDE – OAA VBE - OAA</p> <p>Core PE: LBA – Hockey VBE – Fitness Circuits JTU – Rugby TDE – Football</p> <p>Unit 1: Exam Revision (March) Extended Q practice</p>	<p>Sport Studies Practical: LBA – Cricket TDE – Cricket VBE - Cricket</p> <p>Core PE: LBA – Badminton VBE - Trampolining JTU – Softball TDE – Cricket</p> <p>Unit 2 - Lifestyle factors, Activity levels, Diet, Rest &amp; recovery, Other factors</p>	<p>Sport Studies Practical: LBA – Rounders TDE – Rounders VBE - Rounders</p> <p>Core PE: LBA – Rounders VBE - Rounders JTU – Rugby TDE – Cricket</p> <p>Unit 2: Health related fitness tests, Skill related fitness tests, Using data to analyse fitness</p>
	<i>Key Words(1 p/wk):</i>	Skeletal, Muscular, Respiratory, Cardiovascular, Energy system, Aerobic, Anaerobic,	Health, Fitness, Muscular endurance, Muscular strength, Body	Skeletal, Muscular, Respiratory, Cardiovascular, Energy system,	Health, Fitness, Muscular endurance, Muscular strength, Body	Sedentary lifestyle, rest, recovery, sleep, physical/social/mental wellbeing, activity levels	Cardiovascular endurance (bleep test) Muscular endurance (press-ups, sit-ups)

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		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	composition, Flexibility, Cardiovascular endurance, Agility, Coordination, Reaction time, Power, Balance, Speed  Specificity, Progression, Overload, Reversibility, Tedium. Frequency, Intensity, Type, Time	Aerobic, Anaerobic,  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	composition, Flexibility, Cardiovascular endurance, Agility, Coordination, Reaction time, Power, Balance, Speed  Specificity, Progression, Overload, Reversibility, Tedium. Frequency, Intensity, Type, Time	Eatwell guidelines, Carbohydrates, Protein, Fats, Fibre, Vitamins, Minerals, Water  Stress, smoking, alcohol, Performance enhancing drugs, recreational drugs	Muscular strength (dynamometer) Flexibility (sit and reach) Body Composition (BMI index, skinfold callipers) Agility (Illinois run) Balance (stork stand) Power (standing broad jump) Speed (30m sprint) Reaction time (ruler drop) Coordination (wall toss). Normative data
<i>Link to context/Character:</i>	Unit 1 LO1: Body Systems  LO2: Understand the effects of health and fitness activities on the body	Unit 1 LO3: Understand the components of health and fitness	Unit 1 LO4: Understand the principles of training  Exam preparation Unit 1 Exam preparation LO1: Body Systems LO2: Understand the effects of health and fitness	Unit 1 Exam preparation LO1: Body Systems LO2: Understand the effects of health and fitness activities on the body LO3: Understand the components of health and fitness	Unit 2 LO1: Understand the impact of lifestyle on health and fitness	Unit 2 LO2: Understand how to test and develop components of fitness	

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				activities on the body LO3: Understand the components of health and fitness LO4: Understand the principles of training	LO4: Understand the principles of training		
	<i>Assessment Type:</i>	<i>AP1 w/c 6<sup>th</sup> Oct</i> Q&A, knowledge tests, growth tasks, <i>end of unit test</i> , past exam Qs (weekly homework)	Q&A, knowledge tests, growth tasks, <i>end of unit test</i> , past exam Qs (weekly homework)	<i>AP2 w/c 10<sup>th</sup> Feb</i> Q&A, knowledge tests, <i>end of unit test</i> , exam revision, past paper questions	Q&A, knowledge tests, <i>end of unit tests</i> , exam revision, past paper questions. VCERT Unit 1 Exam (March)	Q&A, observation, knowledge tests	<i>AP3</i> <i>Deadline 15<sup>th</sup> July</i> Q&A, observation, knowledge tests
<b>11</b>	<i>Topic(s):</i>	Core PE VBE – Badminton LBA – Table tennis JTU - Rugby  Sport Studies Practical LBA – Rugby JTU - Rugby  Exam preparation Unit 1 Exam preparation LO1: Body Systems	Core PE LBA – Volleyball VBE - Football JTU – Trampolining  Sport Studies Practical LBA – JTU -  Exam preparation	Core PE VBE – Fitness circuits (dance studio) LBA – Hockey JTU - Basketball  Sport Studies Practical LBA – JTU -	Core PE VBE – OAA LBA – Badminton JTU - Football  Sport Studies Practical LBA – JTU -  External Assessment	Core PE VBE – Cricket LBA – Rounders JTU - Softball  Sport Studies Practical LBA – JTU -  Coursework 2 <sup>nd</sup> submission by June 2022	

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		<p>LO2: Understand the effects of health and fitness activities on the body</p>	<p>Unit 1 Exam LO3: Understand the components of health and fitness LO4: Understand the principles of training</p> <p>External Assessment examination (Nov)</p> <p>Unit 2: Internal Synoptic Project preparation (Dec) Unit 2 Health &amp; Fitness analysis tools, Goal setting, Structure of a fitness programme, Structure of a session card Importance of a warm up &amp; cool down, Health &amp; safety of fitness</p>	<p>Unit 2: Internal Synoptic Project (Jan)</p>	<p>examination resit &amp; coursework submission (March)</p>		
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<p><i>Key Words(1 p/wk):</i></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, 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>	<p>PAR-Q, Lifestyle questionnaire, food diary, client progress review, SMART Goals, risk assessment, warm up, cool down, lactic acid Muscular strength, Speed, Progression, Specificity, Frequency, Intensity, Time, Type, PAR-Q, Lifestyle questionnaire, client progress review, SMART Goals, Weight training, Circuit training, Interval training, Hollow sprints, Acceleration sprints</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>		
<p><i>Link to context/Character:</i></p>	<p>Exam preparation Unit 1 Exam preparation LO1: Body Systems LO2: Understand the effects of health and</p>	<p>Exam preparation Unit 1 Exam LO3: Understand the components of</p>	<p>Unit 2: Internal Synoptic Project.  Tasks 1-5</p>	<p>External Assessment examination resit  Coursework 1st submission (April)</p>	<p>Coursework 2<sup>nd</sup> submission (May)</p>	

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

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## 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. VCERT students x1 60 minute practical and x2 60 minute theory lessons. 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.

### 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 Karate and basketball sessions) 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



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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?**

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?**

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.

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

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

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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.

## **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.
- 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.

## **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

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- 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.
- 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.

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## **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.

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

Year 7 - 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 and 9 - 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 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

All KS3 students participate in two activities each half term. KS3 students are introduced to new vocabulary and key terms in relation to VCERT Sport. KS4 VCERT students are encouraged to use knowledge organisers. They will have weekly knowledge tests and an end of unit test based on topics studied. All 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?**

Groupings of each class are data driven. 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 'Limited, Expected, Exceeding' criteria.

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

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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. Some CPD sessions are offered throughout the academic year to develop knowledge and confidence e.g. dance. Learning walks are scheduled throughout the academic year alongside CPD training and short observations by instructional coaches. 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.