

Year 7A PE Curriculum – :

5th Oct

16th Nov

6th Jan

22nd Feb

4th April

23rd May

27th June

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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1. SLE – Mrs Elson

PLTS/Assess	<u>Coach Education</u> Games/H&F	Dance	Gym	Netball	Badminton	Lesson 1 S & F	Lesson 2 Athletics
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2. BLA – Mr Lavelle

PLTS/Assess	Dance	Gym	Rugby	Badminton	<u>Coach Education</u> Games/H&F	Lesson 1 S & F	Lesson 2 Athletics
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3. DRY – Mr Ryder

PLTS/Assess	Badminton	<u>Coach Education</u> Games/H&F	Dance	Gym	Hockey/Lacrosse/OAA/ Handball/TTennis	Lesson 1 Athletics	Lesson 2 S & F
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Personal Learning & Thinking skills - 4 weeks developing pupil attitudes through:

Boys & Girls taught separately through these activities & pupils assessed on PLTS with data entered by end of 1st term:

Week	1	2	3	4	Assess
7aPE1 - SLE	Intro – games creation, non traditional games, SH	SLE Fitness testing – Dance studio	DRY Problem solving/teamwork - Gym	BLA H&F – Sports hall	Complete database on PLTS
7aPE2 - BLA	Intro – games creation, non traditional games, yard	BLA H&F – Sports hall	SLE Fitness testing – Dance studio	DRY Problem solving/teamwork - Gym	Complete database on PLTS
7aPE3 - DRY	Intro – games creation, non traditional games, Gym	DRY Problem solving/teamwork - Gym	BLA H&F – Sports hall	SLE Fitness testing – Dance studio	Complete database on PLTS

Week	1	2	3	4	Assess
7TPE1 - SLE	Intro – games creation, non traditional games, Gym/yard	SLE Fitness testing – Drama studio/yard	SLE Problem solving/teamwork - Gym	SLE H&F – Yard/Dance studio	Complete database on PLTS
7TPE2 - DRY	Intro – games creation, non traditional games, Gym	DRY Fitness testing – Gym	DRY H&F - Gym	DRY Problem solving/teamwork - Gym	Complete database on PLTS
7TPE3 - BLA	Intro – games creation, non traditional games, Gym/Yard	BLA Problem solving/teamwork - Gym	BLA H&F – Yard/Dance studio	BLA Fitness testing – Gym	Complete database on PLTS

Weeks 5 – 39 = Staff to maintain high expectations and enjoyment of pupils. Pupils develop leadership through Coach Education in a suitable activity for their ability & nature. Staff assess the pupils on their leadership skills. The activity itself can be competitive i.e. in Hockey the scores for each leader and each group can be used in competition against each other. Staff can choose the activity (see Coach education file).

Year 8T Curriculum:

12th Oct

16th Nov

6th Jan

22nd Feb

4th April

23rd May

27th June

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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1. LRO – Miss Royds

Badminton	H&F	Football	Netball	Dance/Gym	Dance/Gym	Lesson 1 Athletics	Lesson 2 S&F
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2. BLA – Mr Lavelle

Dance/Gym	Dance/Gym	Basketball	Rugby	Badminton	H & F	Lesson 1 Athletics	Lesson 2 S&F
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Year 7T Curriculum

5th Oct

16th Nov

6th Jan

22nd Feb

4th April

23rd May

27th June

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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1. DRY – Mr Ryder

PLTS/Assess	Badminton	Coach Education Games/H&F	Dance	Gym	Hockey/Lacrosse/OAA/ Handball/Table tennis	Lesson 1 Athletics	Lesson 2 S & F
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Year 10C Curriculum: Thursdays Period 3 - used to supplement GCSE understanding:

					5 th Oct						16 th Nov						6 th Jan						22 nd Feb						4 th April						23 rd May						27 th June
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			

10CPX2 BLA – Mr Lavelle

3.1.1. Range of activities Games, Gym, Ath	3.1.1. Roles, differences, demands	3.1.1. Injuries, aerobic & anaerobic respiration	3.1.2. Components of fitness, skill related fitness, fitness testing Sports Hall	3.1.2. Principles of Training, Methods of Training	Badminton/Short Tennis/Tennis/Table Tennis	Lesson 1 Athletics	Lesson 2 S & F
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10CPX1 SLE – Mrs Elson

3.1.1. Range of activities Games, Gym, Ath	3.1.1. Roles, differences, demands	3.1.1. Injuries, aerobic & anaerobic respiration	3.1.2. Components of fitness, skill related fitness, fitness testing Drama/Dance studio	3.1.2. Principles of Training, Methods of Training	Badminton/Short Tennis/Tennis/Table Tennis	Lesson 1 Athletics	Lesson 2 S & F
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Yr 10 GCSE Thursday P3 PE lessons:

- **Range** = work through ‘*Outwitting opponents*’ (Games), ‘*Accurate replication*’ (Gymnastics), ‘*Exploring & communicating ideas*’ (Dance), ‘*Performing at maximum levels*’, (Athletics), ‘*Exercising safely to improve health & well being*’ (Fitness), ‘*Identifying & solving problems of an adventurous nature*’, (Outdoor and adventurous activities).
- **Roles, differences & demands** = choose a sport to suit the pupils and deliver activities that cover ‘*player/performer, organiser, coach/leader, official*’. ‘**Coach education**’ is the best way to deliver this and remind pupils of their role for each session. Then discuss ‘*age, gender, disability, culture, physique, environmental*’ differences that affect participation in sport. Cover ‘*periodization and risk and challenge*’. Then cover ‘*personality traits, tension/anxiety, motivation, aggression, boredom & feedback*’ during the activity, mirroring the theory work ideally.
- **Injuries, aerobic and anaerobic activities** = cover and discuss ‘*internally (overuse & sudden) and externally (foul play, impact, equipment, accidents) caused injuries*’ and cover *treatment of head, fractures, hypothermia, and the use of RICE*. Ensure pupils undertake ‘*aerobic*’ (*jogging slowly, 10m Cooper run*) and *anaerobic* (*sprinting in Hockey, Netball, Football etc*).

- **Components of fitness, skill related & testing** = best way is to test aspects of *general fitness (PSSSS – Power, strength, speed, suppleness, stamina/cardiovascular endurance)* and *skill related fitness (CRABT – co-ordination, reaction time, agility, balance, timing)*. Record these scores and help reinforce these aspects of fitness with pupils.
- **Principles of Training and methods** = cover in the fitness suite ideally or other activity '*SPORT*' reinforce with pupils. Also cover all aspects of a '*training session – warm up (Heart raiser, stretch, fitness phase, skill practice)*', as well as *methods of training (circuit, interval, continuous, weight, Fartlek)*.

Year 11 Curriculum core PE: used to support GCSE practical marks:

28 th Sept				6 th Jan							22 nd Feb							25 th April							9 th May													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

1. DRY – Mr Ryder

Circuit training GCSE	Basketball GCSE	Weight training GCSE	Trampolining GCSE														Badminton GCSE	Exams
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2. BLA – Mr Lavelle

Football	Football GCSE	Rugby GCSE	Table Tennis														Table tennis GCSE	Exams
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6. SLE – Mrs Elson

Circuit training GCSE	Trampolining GCSE				Netball GCSE				Rounders GCSE				Rounders GCSE	Exams
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4. LRO – Miss Royds

Netball	Fitness				Badminton				Football				Hockey/Lacrosse/ Handball/Fitness	Exams
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KS3 Curriculum overview:

Pupils will:

- ✓ TAKE PART IN COMPETITIVE SPORTS AND ACTIVITIES OUTSIDE SCHOOL THROUGH COMMUNITY LINKS OR SPORTS CLUBS.
- ✓ USE A RANGE OF TACTICS AND STRATEGIES TO OVERCOME OPPONENTS IN DIRECT COMPETITION THROUGH TEAM AND INDIVIDUAL GAMES.
- ✓ DEVELOP THEIR TECHNIQUE AND IMPROVE THEIR PERFORMANCE IN OTHER COMPETITIVE SPORTS
- ✓ PERFORM DANCES USING ADVANCED DANCE TECHNIQUES WITHIN A RANGE OF DANCE STYLES AND FORMS
- ✓ 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, EITHER INDIVIDUALLY OR AS A GROUP
- ✓ ANALYSE THEIR PERFORMANCES COMPARED TO PREVIOUS ONES AND DEMONSTRATE IMPROVEMENT TO ACHIEVE THEIR PERSONAL BEST

The KS3 curriculum is aimed at providing :

- A broad and balanced curriculum, which fulfils National Curriculum guidelines but which also enables Aspire Academy to prioritise its curriculum to its pupils needs.
- A curriculum that develops attitudes, behaviours and establishes norms of conduct.
- A curriculum that includes leadership as a skill to develop with our pupils.
- A curriculum that allows continuity from Year 7 to Year 9.
- A curriculum which will be developed to allow continuity between different key stages.
- A curriculum which allows pupils to spend meaningful time on each unit of work.
- A curriculum which makes best use of resources and staff.
- A curriculum which is consistent for each pupil.
- A curriculum that allows pupils to progress according ability and which influences KS4.

The curriculum is based upon each pupil receiving the same opportunities across the key stage, in terms of areas for learning. The areas covered are:

- **Dance for all pupils in Years 7-9**
- **Gymnastics (10-20 hrs)** Accurate replication of actions, phrases & sequences as in gymnastic activities.
- **Athletics (30 hrs)** - Performing at maximum levels, in relation to speed, height, distance, strength or accuracy.
- **OAA (10 hrs)** Identifying & solving problems to overcome challenges of an adventurous nature, as in OAA, swimming & PS.
- **Health & Fitness (20 hrs)** - Exercising safely & effectively to improve health & well being
- ***BTEC Fitness testing – completed in Year 9 to allow extra time for remaining units at KS4.***

- **Games –** developing technique, improving performance, using a range of tactics & analysing performance through competitive sport.
 - ***Invasion Boys = Rugby, Basketball, Hockey, Football, 20- 30 hrs***
 - ***Net/wall Boys =Tennis, Badminton, Table tennis 20-30 hrs***
 - ***Striking and fielding Boys = Cricket, Baseball, Rounders 30 hrs***
 - ***Invasion Girls = Netball, Hockey, Football, Basketball, 20-30 hrs***
 - ***Net/wall Girls = Tennis, Badminton, Table tennis 12-20 hrs***
 - ***Striking and fielding Girls = Rounders, Cricket 30 hrs***

There is also some flexibility in Year 9, to include an element of choice for pupils and staff, according to their needs, so handball, lacrosse, health & fitness, table tennis and aerobics are possibilities to develop the skills involved in invasion games and net/wall games, as well as an appreciation of fitness. Health and Fitness is now a key part of the KS3 curriculum, offering sensible structured lessons to pupils, which aims to raise awareness of health issues and also to provide pupils with a measure of their own fitness. This information on fitness levels will be provided for pupils and parents, through displays in school and also through sensitive and appropriate use of reports pro-forma.

Teaching groups are arranged into Boys and Girls groups, with no setting. However, when there is an odd number of teaching groups, a weaker mixed group will exist, which will be smaller in number and with a more flexible curriculum, to allow differentiation in teaching. Staff are rotated between single sex and mixed teaching groups.

The curriculum will be reviewed each year by Faculty staff, to ensure effective teaching and learning.

Assessment:

At the end of each teaching unit, pupils will be assessed, in accordance with National Curriculum levels/guidelines. Standardisation will help in achieving consistency across the Faculty. Staff must input assessment data into the appropriate cohort file, during the final week of teaching each unit of work.

Level descriptors are displayed in pupil friendly format to refer to. Pupil progress is displayed, shared, reviewed and presented to pupils in a number of ways to allow them to be aware of where they are and how do they progress to the next level. Pupils not making sufficient progress will have their progress sent to their parents and pupils making good to excellent progress will have this information sent to parents. Suitable pupils will enter GCSE study in Yr 9 as the 'Fast Track' group.