



Physical Education Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people.

Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

Through the virtues led curriculum students will experience a broad and balanced curriculum that aims to engage and inspire all and develops the skills and confidence necessary to engage in sport and physical activity. At the core of what we do is the PE national curriculum which we build on to stretch and challenge our students. The skills taught will enable students to access and progress, with some excelling, in sport and physical activity as a participant, leader or official. The curriculum enables students to experience a range of activities that promote the development of mental, social and physical wellbeing. Students will be educated about the long-term benefits of a healthy active lifestyle. Through the virtues students will develop life skills and employability skills that they can transfer to other areas of the curriculum and beyond.

During their time with us Nishkam students will:

- Develop an understanding of the physical, mental and social benefits of participating in sport and exercise
- Develop the ability to adopt the role as a player, performer, coach and official
- Have opportunities to participate in intra and inter school's competitions
- Develop the ability to work cooperatively as a team
- Apply tactics and strategies when performing to outwit opponents
- Be offered the opportunity to pursue PE and Sport as an examination subject

Implementation:

Our Physical Education curriculum inspires students to realise their potential and develop a lifelong interest in participating in physical activity and sport. Our curriculum is inclusive and ensures that students of all abilities access the range of activities that we offer and that they are physically active for sustained periods of time to encourage them to lead healthy, active lives.

The Primary phase are guided by the 'Get Set 4 PE' scheme of work, which is in-line with the National Curriculum and is used to support teaching staff in their subject knowledge and planning of PE. Teachers can adjust and change lessons to suit the needs of their classes The scheme provides a strong basis of what is expected in each year group. In each lesson, students are given the opportunity to practise skills in a

variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon; allowing students to know more and remember more.

In EYFS and Key Stage 1, Students develop the fundamental movement skills (agility, balance and coordination) and take part in increasingly competitive situations, against themselves and others. They are taught a range of skills that include the Fundamentals, gymnastics and dance. In Key stage 2, students are taught to refine and build on previous taught skills through a range of games, dance, athletics and gymnastics.

Year 4 & 5 students receive weekly swimming lessons with the aim that by the end of Year 5 all students can swim a minimum of 25m unassisted. These lessons run throughout the whole year but alternate between classes in each year group, giving the students the opportunity to take part in other sports throughout the year too.

PE in the secondary phase is taught through a range of sporting activities including invasion games, net wall games, strike and field games, gymnastics and dance. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Students participate in two high quality PE lessons each week at Key Stage 3 and one lesson per week at Key Stage 4, covering different disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and students can attend after school sport clubs every evening of the week. Students are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the students.

Year	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
EYFS	<u>Introduction to PE</u> <u>Unit 2</u>	<u>Fundamentals</u> <u>Unit 2</u>	<u>Gymnastics</u> <u>Unit 2</u>	<u>Dance</u> <u>Unit 2</u>	<u>Ball Skills</u> <u>Unit 2</u>	<u>Games</u> <u>Unit 2</u>
	<p><i>Physical:</i> Moving safely, running, jumping, throwing, catching, rolling.</p> <p><i>Social:</i> Sharing and taking turns, encouraging and supporting others, responsibility.</p>	<p><i>Physical:</i> Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running</p> <p><i>Social:</i> working safely, responsibility, working with others.</p>	<p><i>Physical:</i> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</p> <p><i>Social:</i> Leadership, taking turns, helping others.</p>	<p><i>Physical:</i> Travelling, copying and performing actions, balance, co-ordination.</p> <p><i>Social:</i> Respect, co-operating with others.</p> <p><i>Emotional:</i> Working independently, confidence.</p>	<p><i>Physical:</i> Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.</p> <p><i>Social:</i> Co-operation, sharing and taking turns.</p>	<p><i>Physical:</i> Running, changing direction, striking a ball.</p> <p><i>Social:</i> Communication, co-operation, taking turns, respect, supporting and encouraging others.</p>

	<p><i>Emotional:</i> Honesty and fair play, confidence, perseverance.</p> <p><i>Thinking:</i> Decision making, understanding and using rules.</p>	<p><i>Emotional:</i> Managing emotions, challenging myself.</p> <p><i>Thinking:</i> Selecting and applying actions.</p>	<p><i>Emotional:</i> Determination.</p> <p><i>Thinking:</i> Selecting and applying skills, creating sequences.</p>	<p><i>Thinking:</i> Counting, observing and providing feedback, selecting and applying actions.</p>	<p><i>Emotional:</i> Determination.</p> <p><i>Thinking:</i> Using tactics, decision making.</p>	<p><i>Emotional:</i> Honesty, managing emotions, perseverance.</p> <p><i>Thinking:</i> Decision making, using tactics.</p>
1	<p><u>Team building</u></p> <p><i>Physical:</i> Balancing, travelling actions.</p> <p><i>Social:</i> Communication, sharing ideas, inclusion, encouraging and supporting others.</p> <p><i>Emotional:</i> Confidence, trust, honesty.</p> <p><i>Thinking:</i> Decision making, using tactics, providing instructions, planning, problem solving.</p>	<p><u>Fitness</u></p> <p><i>Physical:</i> Running, co-ordination, stamina, strength, agility, balance.</p> <p><i>Social:</i> Co-operation, support, responsibility.</p> <p><i>Emotional:</i> Kindness, perseverance, honesty, independence.</p> <p><i>Thinking:</i> Comprehension, creativity, problem solving, reflection.</p>	<p><u>Gymnastics</u></p> <p><i>Physical:</i> Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions.</p> <p><i>Social:</i> Sharing, working safely.</p> <p><i>Emotional:</i> Confidence.</p> <p><i>Thinking:</i> Observing and providing feedback, selecting and applying actions.</p>	<p><u>Net and wall</u></p> <p><i>Physical:</i> Throwing, catching, hitting a ball, tracking a ball.</p> <p><i>Social:</i> Respect, communication.</p> <p><i>Emotional:</i> Honesty and fair play, determination.</p> <p><i>Thinking:</i> Decision making, using simple tactics, recalling information, comprehension.</p>	<p><u>Dance</u></p> <p><i>Physical:</i> Travel, copying and performing actions, using shape, balance, coordination.</p> <p><i>Social:</i> Co-operation, communication, coming to decisions with a partner, respect.</p> <p><i>Emotional:</i> Confidence, acceptance.</p> <p><i>Thinking:</i> Counting, observing and providing feedback, selecting and applying actions.</p>	<p><u>Athletics</u></p> <p><i>Physical:</i> Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance.</p> <p><i>Social:</i> Working safely, collaborating with others.</p> <p><i>Emotional:</i> Working independently, honesty and playing to the rules, determination.</p> <p><i>Thinking:</i> Exploring ideas, choosing which skills to apply to activities.</p>

	<p><u>Fundamentals</u></p> <p><i>Physical:</i> Balancing, sprinting, jogging, dodging, jumping, hopping, skipping.</p> <p><i>Social:</i> Taking turns, supporting and encouraging others, working safely, communication.</p> <p><i>Emotional:</i> Challenging myself, perseverance, honesty.</p> <p><i>Thinking:</i> Selecting and applying, identifying strengths, listening and following instructions.</p>	<p><u>Ball skills</u></p> <p><i>Physical:</i> Rolling, kicking, throwing, catching, bouncing, dribbling, tracking.</p> <p><i>Social:</i> Co-operation, communication, leadership, supporting others.</p> <p><i>Emotional:</i> Honesty, perseverance, challenging myself.</p> <p><i>Thinking:</i> Using tactics, exploring actions, comprehension.</p>	<p><u>Sending and receiving</u></p> <p><i>Physical:</i> Rolling, kicking, throwing, catching, tracking.</p> <p><i>Social:</i> Taking turns, supporting and encouraging others, respect, communication.</p> <p><i>Emotional:</i> Challenging myself, perseverance, honesty, being happy to succeed.</p> <p><i>Thinking:</i> Transferring skills.</p>	<p><u>Invasion games</u></p> <p><i>Physical:</i> Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space.</p> <p><i>Social:</i> Co-operation, communication, supporting and encouraging others, respect and kindness towards others.</p> <p><i>Emotional:</i> Honesty and fair play, managing emotions.</p> <p><i>Thinking:</i> Connecting information, decision making, recalling information</p>	<p><u>Target Games</u></p> <p><i>Physical:</i> Underarm throwing, overarm throwing, aim, hand eye co-ordination.</p> <p><i>Social:</i> Communication, supporting and encouraging others, leadership.</p> <p><i>Emotional:</i> Perseverance, honesty, fair play.</p> <p><i>Thinking:</i> Using tactics, selecting and applying skills, decision making.</p>	<p><u>Striking and fielding</u></p> <p><i>Physical:</i> Throwing, catching, retrieving a ball, tracking a ball, striking a ball.</p> <p><i>Social:</i> Communication, supporting and encouraging others, consideration of others.</p> <p><i>Emotional:</i> Perseverance, honesty and fair play.</p> <p><i>Thinking:</i> Using tactics, selecting and applying skills, decision making.</p>
2	<p><u>Team building</u></p> <p><i>Physical:</i> Travelling actions, jumping, balancing.</p> <p><i>Social:</i> Communication,</p>	<p><u>Fitness</u></p> <p><i>Physical:</i> Agility, balance, co-ordination, speed, stamina, skipping.</p> <p><i>Social:</i></p>	<p><u>Gymnastics</u></p> <p><i>Physical:</i> Shapes, balances, shape jumps, travelling movements, barrel</p>	<p><u>Invasion Games</u></p> <p><i>Physical:</i> Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space.</p>	<p><u>Dance</u></p> <p><i>Physical:</i> Travel, copying and performing actions, using dynamics, pathway,</p>	<p><u>Athletics</u></p> <p><i>Physical:</i> Running at different speeds, jumping for distance, throwing for distance.</p> <p><i>Social:</i></p>

<p>listening, leading, inclusion.</p> <p><i>Emotional:</i> Trust, honesty and fair play, acceptance.</p> <p><i>Thinking:</i> Planning, decision making, problem solving.</p> <p style="text-align: center;"><u>Fundamentals</u></p> <p><i>Physical:</i> Balancing, sprinting, jogging, dodging, jumping, hopping, skipping.</p> <p><i>Social:</i> Taking turns, supporting and encouraging others, respect.</p> <p><i>Emotional:</i> Challenging myself, perseverance, honesty.</p> <p><i>Thinking:</i> Selecting and applying, identifying strengths.</p>	<p>Taking turns, encouraging and supporting others.</p> <p><i>Emotional:</i> Determination, perseverance, challenging myself.</p> <p><i>Thinking:</i> Identifying strengths and areas for improvement, observing and providing feedback.</p> <p style="text-align: center;"><u>Ball Skills</u></p> <p><i>Physical:</i> Rolling, kicking, Physical: throwing, catching, bouncing, dribbling.</p> <p><i>Social:</i> Co-operation, communication, leadership, supporting others.</p> <p><i>Emotional:</i> Honesty, perseverance, challenging myself.</p>	<p>roll, straight roll, forwards roll.</p> <p><i>Social:</i> Sharing, working safely.</p> <p><i>Emotional:</i> Confidence, independence.</p> <p><i>Thinking:</i> Observing and providing feedback, selecting and applying actions.</p> <p style="text-align: center;"><u>Sending and Receiving</u></p> <p><i>Physical:</i> Rolling, kicking, throwing, catching, tracking.</p> <p><i>Social:</i> Co-operation, communication, keeping others safe.</p> <p><i>Emotional:</i> Perseverance, transferring knowledge.</p> <p><i>Thinking:</i></p>	<p><i>Social:</i> Communication, respect, co-operation, kindness.</p> <p><i>Emotional:</i> Empathy, integrity, independence, determination, perseverance.</p> <p><i>Thinking:</i> Creativity, reflection, decision making, comprehension.</p> <p style="text-align: center;"><u>Net and wall</u></p> <p><i>Physical:</i> Throwing, catching, racket skills, ready position, hitting a ball.</p> <p><i>Social:</i> Support, co-operation, respect, communication.</p> <p><i>Emotional:</i> Perseverance, honesty.</p> <p><i>Thinking:</i> Decision making, reflection, comprehension,</p>	<p>expression and speed, balance, coordination.</p> <p><i>Social:</i> Respect, consideration, sharing ideas, decision making with others.</p> <p><i>Emotional:</i> Acceptance, confidence.</p> <p><i>Thinking:</i> Selecting and applying actions, counting, observing and providing feedback, creating.</p> <p style="text-align: center;"><u>Target Games</u></p> <p><i>Physical:</i> Throwing, rolling, striking.</p> <p><i>Social:</i> Communication, collaboration, kindness, support.</p> <p><i>Emotional:</i> Honesty, perseverance,</p>	<p>Working safely, collaborating with others.</p> <p><i>Emotional:</i> Working independently, determination.</p> <p><i>Thinking:</i> Observing and providing feedback, exploring ideas.</p> <p style="text-align: center;"><u>Striking and fielding</u></p> <p><i>Physical:</i> Throwing and catching, tracking a ball, bowling, batting.</p> <p><i>Social:</i> Communication, collaboration.</p> <p><i>Emotional:</i> Honesty, acceptance, controlling emotions.</p> <p><i>Thinking:</i> Select and apply, using tactics, decision making.</p>
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		<p><i>Thinking:</i> Using tactics, exploring actions.</p>	<p>Identifying how to improve, transferring skills.</p>	<p>selecting and applying.</p>	<p>independence, manage emotions.</p> <p><i>Thinking:</i> Select and apply, using tactics, decision making, provide feedback, problem solving.</p>	
3	<p><u>OAA</u></p> <p><i>Physical:</i> Balance, running, jumping.</p> <p><i>Social:</i> Communication, teamwork, trust, inclusion, listening.</p> <p><i>Emotional:</i> Confidence, respect.</p> <p><i>Thinking:</i> Planning, map reading, decision making, problem solving.</p> <p><u>Fitness</u></p> <p><i>Physical:</i> Strength, speed, power, agility, coordination, balance, stamina.</p>	<p><u>Fundamentals</u></p> <p><u>Physical:</u> Balancing, running, hopping, jumping, dodging, skipping.</p> <p><u>Social:</u> Supporting and encouraging others, respect, communication, taking turns.</p> <p><u>Emotional:</u> Challenging myself, perseverance, honesty.</p> <p><u>Thinking:</u> Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development.</p>	<p><u>Dance</u></p> <p><i>Physical:</i> Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance.</p> <p><i>Social:</i> Sharing ideas, respect, inclusion of others, leadership, working safely.</p> <p><i>Emotional:</i> Confidence, acceptance.</p> <p><i>Thinking:</i> Selecting and applying actions, creating, observing and providing feedback.</p>	<p><u>Invasions Games (Tag Rugby)</u></p> <p><i>Physical:</i> Passing, catching, dodging, tagging, scoring.</p> <p><i>Social:</i> Communication, collaboration, inclusion.</p> <p><i>Emotional:</i> Honesty and fair play, perseverance, confidence.</p> <p><i>Thinking:</i> Planning strategies and using tactics, observing and providing feedback.</p>	<p><u>Invasion Games (Football)</u></p> <p><i>Physical:</i> Dribbling, passing, ball control, tracking/ jockeying, turning, receiving.</p> <p><i>Social:</i> Communication, collaboration, cooperation.</p> <p><i>Emotional:</i> Honesty, perseverance.</p> <p><i>Thinking:</i> Selecting and applying tactics, decision making.</p>	<p><u>Athletics</u></p> <p><i>Physical:</i> Sprinting, jumping for distance, push and pull throwing for distance.</p> <p><i>Social:</i> Working collaboratively, working safely.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Observing and providing feedback.</p> <p><u>Net and Wall Games (Tennis)</u></p> <p><i>Physical:</i> Forehand, backhand, throwing, catching, ready position.</p>

	<p><i>Social:</i> Supporting others, working safely.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Identifying areas of strength and areas for development.</p>	<p><u>Invasion Games (Netball)</u></p> <p><i>Physical:</i> Passing, catching, footwork, intercepting, shooting.</p> <p><i>Social:</i> Working safely, communication, collaboration.</p> <p><i>Emotional:</i> Honesty and fair play, perseverance.</p> <p><i>Thinking:</i> Planning strategies and using tactics, observing and providing feedback.</p>	<p><u>Ball Skills</u></p> <p><i>Physical:</i> Tracking a ball, throwing, catching, dribbling.</p> <p><i>Social:</i> Supporting others, co-operation, communication, managing games.</p> <p><i>Emotional:</i> Perseverance, honesty, respect, challenging self.</p> <p><i>Thinking:</i> Decision making, developing tactics, creativity.</p>	<p><u>Gymnastics</u></p> <p><i>Physical:</i> Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics.</p> <p><i>Social:</i> Collaboration, communication, respect.</p> <p><i>Emotional:</i> Confidence, perseverance.</p> <p><i>Thinking:</i> Observing and providing feedback, selecting and applying actions, evaluating and improving.</p>	<p><u>Cricket</u></p> <p><i>Physical:</i> Underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting.</p> <p><i>Social:</i> Collaboration and communication, respect.</p> <p><i>Emotional:</i> Perseverance, honesty.</p> <p><i>Thinking:</i> Observing and providing feedback, applying strategies.</p>	<p><i>Social:</i> Collaboration, respect, supporting others.</p> <p><i>Emotional:</i> Honesty, perseverance.</p> <p><i>Thinking:</i> Decision making, understanding rules, using tactics.</p>
4	<p><u>Swimming</u></p> <p><i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives,</p>	<p><u>Swimming</u></p> <p><i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives,</p>	<p><u>Swimming</u></p> <p><i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives,</p>	<p><u>Swimming</u></p> <p><i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives,</p>	<p><u>Invasion Games (Football)</u></p> <p><i>Physical:</i> Dribbling, passing, ball control, tracking/ jockeying, turning, receiving.</p>	<p><u>Athletics</u></p> <p><i>Physical:</i> Pacing, sprinting technique, jumping for distance, throwing for distance.</p> <p><i>Social:</i></p>

<p>floating, huddle and H.E.L.P. position.</p> <p><i>Social:</i> Communication, supporting and encouraging others.</p> <p><i>Emotional:</i> Determination, perseverance.</p> <p><i>Thinking:</i> Creating, decision making, using tactics.</p> <p style="text-align: center;"><u>Fitness</u></p> <p><i>Physical:</i> Strength, speed, power, agility, coordination, balance, stamina.</p> <p><i>Social:</i> Supporting others, working safely.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Identifying areas of strength, giving feedback to others</p>	<p>floating, huddle and H.E.L.P. position.</p> <p><i>Social:</i> Communication, supporting and encouraging others.</p> <p><i>Emotional:</i> Determination, perseverance.</p> <p><i>Thinking:</i> Creating, decision making, using tactics.</p> <p style="text-align: center;"><u>Fundamentals</u></p> <p><i>Physical:</i> Balancing, running, hopping, jumping, dodging, skipping.</p> <p><i>Social:</i> Supporting and encouraging others, respect, communication, taking turns.</p> <p><i>Emotional:</i> Challenging myself, perseverance, honesty.</p>	<p>floating, huddle and H.E.L.P. position.</p> <p><i>Social:</i> Communication, supporting and encouraging others.</p> <p><i>Emotional:</i> Determination, perseverance.</p> <p><i>Thinking:</i> Creating, decision making, using tactics.</p> <p style="text-align: center;"><u>Dance</u></p> <p><i>Physical:</i> Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique.</p> <p><i>Social:</i> Collaboration, consideration, inclusion, respect.</p>	<p>floating, huddle and H.E.L.P. position.</p> <p><i>Social:</i> Communication, supporting and encouraging others.</p> <p><i>Emotional:</i> Determination, perseverance.</p> <p><i>Thinking:</i> Creating, decision making, using tactics.</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p><i>Physical:</i> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.</p> <p><i>Social:</i> Responsibility, collaboration, communication, respect.</p>	<p>floating, huddle and H.E.L.P. position.</p> <p><i>Social:</i> Communication, collaboration, cooperation.</p> <p><i>Emotional:</i> Honesty, perseverance.</p> <p><i>Thinking:</i> Selecting and applying tactics, decision making.</p> <p style="text-align: center;"><u>Striking and Fielding Games (Cricket)</u></p> <p><i>Physical:</i> Underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting.</p> <p><i>Social:</i> Collaboration and communication, respect.</p> <p><i>Emotional:</i> Perseverance, honesty.</p>	<p>Working collaboratively, working safely.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Observing and providing feedback, exploring ideas.</p> <p style="text-align: center;"><u>Net and Wall Games (Tennis)</u></p> <p><i>Physical:</i> Underarm throwing, catching, forehand, backhand, ready position.</p> <p><i>Social:</i> Collaboration, respect, supporting others.</p> <p><i>Emotional:</i> Honesty, perseverance.</p> <p><i>Thinking:</i> Decision making, understanding rules, selecting and applying skills and tactics.</p>
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	and areas for development.	<i>Thinking:</i> Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development.	<i>Emotional:</i> Empathy, confidence. <i>Thinking:</i> Observing and providing feedback, selecting and applying skills.	<i>Emotional:</i> Confidence, determination. <i>Thinking:</i> Observing and providing feedback, selecting and applying actions, evaluating and improving sequences.	<i>Thinking:</i> Observing and providing feedback, applying strategies.	
5	<u>OAA</u> <i>Physical:</i> Balance, jumping, dodging, stamina, running. <i>Social:</i> Communication, teamwork, negotiation, empathy, inclusion, listening. <i>Emotional:</i> Confidence, resilience, determination, honesty, integrity, respect, perseverance. <i>Thinking:</i> Planning, map reading, decision	<u>Net and Wall (Badminton)</u> <i>Physical:</i> Ready position, grip, forehand, backhand, serve, footwork. <i>Social:</i> Communication, respect, supporting and encouraging others. <i>Emotional:</i> Confidence, perseverance, honesty. <i>Thinking:</i> Using tactics, selecting and applying skills, identifying strengths	<u>Invasions Games (Football)</u> <i>Physical:</i> Dribbling, passing, ball control, tracking / jockeying, turning, goalkeeping, receiving. <i>Social:</i> Communication, collaboration, cooperation, respect. <i>Emotional:</i> Honesty, perseverance. <i>Thinking:</i> Selecting and applying tactics, decision making.	<u>Dance</u> <i>Physical:</i> Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions. <i>Social:</i> Collaboration, consideration and awareness of others, inclusion, respect, leadership <i>Emotional:</i> Empathy, confidence.	<u>Swimming</u> <i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, huddle and H.E.L.P. position. <i>Social:</i> Communication, supporting and encouraging others. <i>Emotional:</i> Determination, perseverance. <i>Thinking:</i> Creating, decision making, using tactics.	<u>Swimming</u> <i>Physical:</i> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, huddle and H.E.L.P. position. <i>Social:</i> Communication, supporting and encouraging others. <i>Emotional:</i> Determination, perseverance. <i>Thinking:</i> Creating, decision making, using tactics.

<p>making, problem solving.</p> <p style="text-align: center;"><u>Fitness</u></p> <p><i>Physical:</i> Strength, speed, power, agility, coordination, balance, stamina.</p> <p><i>Social:</i> Supporting and encouraging others, working collaboratively.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Analysing scores.</p>	<p>and areas for development.</p> <p style="text-align: center;"><u>Invasion Games (Netball)</u></p> <p><i>Physical:</i> Passing, catching, footwork, intercepting, shooting, dodging.</p> <p><i>Social:</i> Communication, collaboration.</p> <p><i>Emotional:</i> Perseverance, honesty and fair play.</p> <p><i>Thinking:</i> Planning strategies and using tactics, selecting and applying skills, decision making.</p>	<p style="text-align: center;"><u>Gymnastics</u></p> <p><i>Physical:</i> Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand.</p> <p><i>Social:</i> Responsibility, collaboration, communication, respect.</p> <p><i>Emotional:</i> Confidence, perseverance, respect, collaboration.</p> <p><i>Thinking:</i> Observing and providing feedback, selecting and applying actions, evaluating and improving sequences.</p>	<p><i>Thinking:</i> Creating, observing and providing feedback, using feedback to improve, selecting and applying skills.</p> <p style="text-align: center;"><u>Invasion Games (Tag Rugby)</u></p> <p><i>Physical:</i> Throwing, catching, running, dodging, scoring.</p> <p><i>Social:</i> Communication, collaboration</p> <p><i>Emotional:</i> perseverance, confidence, honesty and fair play.</p> <p><i>Thinking:</i> Planning strategies and using tactics, observing and providing feedback, selecting and applying skills.</p>	<p><i>Thinking:</i> Creating, decision making, using tactics.</p> <p style="text-align: center;"><u>Athletics</u></p> <p><i>Physical:</i> Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance.</p> <p><i>Social:</i> Collaborating with others, supporting others.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Observing and providing feedback.</p>	<p style="text-align: center;"><u>Net and Wall Games (Tennis)</u></p> <p><i>Physical:</i> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.</p> <p><i>Social:</i> Collaboration, communication, respect.</p> <p><i>Emotional:</i> Honesty, collaboration, communication, respect.</p> <p><i>Thinking:</i> Decision making, selecting, applying tactics, understanding positions.</p>
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<p>6</p>	<p><u>OAA</u></p> <p>Physical: Balance, jumping, dodging, stamina, running.</p> <p>Social: Communication, teamwork, trust, inclusion, listening.</p> <p>Emotional: Confidence, resilience, determination, honesty, integrity, respect, perseverance.</p> <p>Thinking: Planning, map reading, decision making, problem solving.</p> <p><u>Fitness</u></p> <p>Physical: Strength, speed, power, agility, coordination, balance, stamina.</p> <p>Social: Supporting and encouraging others,</p>	<p><u>Net and Wall (Badminton)</u></p> <p>Physical: Ready position, grip, forehand, backhand, serve, footwork, chasse.</p> <p>Social: Communication, respect, supporting and encouraging others.</p> <p>Emotional: Confidence, perseverance, honesty.</p> <p>Thinking: Using tactics, selecting and applying skills, identifying strengths and areas for development.</p> <p><u>Invasion Games (Netball)</u></p> <p>Physical: Passing, catching, footwork, intercepting, shooting, dodging.</p>	<p><u>Invasion Games (Football)</u></p> <p>Physical: Dribbling, passing, ball control, tracking / jockeying, turning, goalkeeping, receiving.</p> <p>Social: Communication, collaboration, cooperation, respect.</p> <p>Emotional: Honesty, perseverance.</p> <p>Thinking: Selecting and applying tactics, decision making.</p> <p><u>Striking and Fielding (Rounders)</u></p> <p>Physical: Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting.</p> <p>Social:</p>	<p><u>Dance</u></p> <p>Physical: Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring.</p> <p>Social: Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others.</p> <p>Emotional: Empathy, confidence.</p> <p>Thinking: Observing & providing feedback, using feedback to improve, selecting & applying skills.</p>	<p><u>Striking and Fielding (Cricket)</u></p> <p>Physical: Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting.</p> <p>Social: Collaboration and communication, respect.</p> <p>Emotional: Honesty, collaboration, communication.</p> <p>Thinking: Observing and providing feedback, selecting and applying strategies.</p> <p><u>Athletics</u></p> <p>Physical: Pacing, sprinting, jumping for distance, push throwing for distance, fling</p>	<p><u>Net and Wall (Tennis)</u></p> <p>Physical: Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.</p> <p>Social: Collaboration, communication, respect.</p> <p>Emotional: Honesty, perseverance.</p> <p>Thinking: decision making, selecting and applying tactics, evaluating and improving</p> <p><u>Gymnastics</u></p> <p>Physical: Straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault.</p>
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	<p>working collaboratively.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Analysing scores, identifying areas for improvement.</p>	<p><i>Social:</i> Communication, collaboration.</p> <p><i>Emotional:</i> Perseverance, honesty and fair play.</p> <p><i>Thinking:</i> Planning strategies and using tactics, selecting and applying skills, decision making.</p>	<p>Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others.</p> <p><i>Emotional:</i> Honesty & fair play, confident to take risks, managing emotion.</p> <p><i>Thinking:</i> Decision making, using tactics, identifying how to improve, selecting skills.</p>	<p><u>Invasion Games (Tag Rugby)</u></p> <p><i>Physical:</i> Throwing, catching, running, dodging, scoring.</p> <p><i>Social:</i> Communication, collaboration.</p> <p><i>Emotional:</i> Perseverance, confidence, honesty and fair play.</p> <p><i>Thinking:</i> Planning strategies and using tactics, observing and providing feedback, selecting and applying skills.</p>	<p>throwing for distance.</p> <p><i>Social:</i> Negotiating, collaborating with others.</p> <p><i>Emotional:</i> Perseverance, determination.</p> <p><i>Thinking:</i> Observing and providing feedback.</p>	<p><i>Social:</i> Responsibility, collaboration, communication, respect.</p> <p><i>Emotional:</i> Confidence, perseverance, respect, collaboration.</p> <p><i>Thinking:</i> Observing and providing feedback, selecting and applying actions, evaluating and improving sequences.</p>
7	<p><u>Team games</u> Introduction and fundamental skill development</p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Students will learn to use basic principles 	<p><u>Gymnastics</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Students will develop the skills necessary to develop fluent routines. 	<p><u>Racquet sports</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Students will develop the fundamental principles of play when replicating 	<p><u>Dance</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Through the implementation, students will be able to understand, use and recall the 	<p><u>Athletics</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Students will develop the skills necessary to compete and achieve in 	<p><u>Striking and fielding games</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> Students will learn to use basic principles of play to work towards

<p>of play when selecting and applying tactics for defending and attacking.</p> <ul style="list-style-type: none"> • Students will develop the skills necessary to outwit opponents. • Core skills of the game will be developed through small, sided games and conditional situations • Demonstrating high quality performances and accurate replication will be assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • Develop ability to perform sustained physical movements as part of a warm up and games activities. 	<ul style="list-style-type: none"> • Body tension, control, counter balance and aesthetics will be developed through compositional ideas. • Demonstrate high quality performances, techniques and routines. • Accurate replication of skills showing control and fluency will be assessed. <p>Health & fitness</p> <ul style="list-style-type: none"> • Discuss the need to stay healthy and active throughout life. • Signpost enrichment opportunities within the school timetable and in the wider community to increase activity levels. <p>Social & emotional development</p>	<p>core skills and movement needed including; forehand, backhand, clear, serves, smashes and short/deep shots. Students will be expected perform these skills with accuracy and control. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.</p> <ul style="list-style-type: none"> • Students will identify different areas of the court and be able to move between these areas using a variety of techniques. • Students will understand how to outwit opponents using strategies and 	<p>following knowledge relating to dance:</p> <ul style="list-style-type: none"> ○ Movements and application to music. ○ Use of space, formations, levels, unison and canon. ○ How to compose of performance as part of a group. ○ Importance of timing to create an effect. <p>Health & fitness</p> <ul style="list-style-type: none"> • Develop ability to perform sustained physical movements as part of a warm up. • To understand about timing and musical counts as part of a performance. • To develop knowledge on 	<p>a number of athletic events.</p> <ul style="list-style-type: none"> • To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. • In all events, demonstration of accurate technique and related performances will be assessed. <p>Health & fitness</p> <ul style="list-style-type: none"> • Students to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. • Be able to recognise that different types 	<p>successful outcomes.</p> <ul style="list-style-type: none"> • Students will develop the skills necessary to compete in competitive games. • Batting, bowling and fielding will be developed through games and conditional situations. • Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • To understand the type of fitness needed to perform effectively and discuss the need to stay healthy and active. • Signpost enrichment opportunities within the school timetable and in
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	<p>Social & emotional development</p> <ul style="list-style-type: none"> To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Highlight possible character-building opportunities through games-based activities. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. Students will implement strategic and tactical decisions based on movement of the ball into 	<ul style="list-style-type: none"> To understand the importance of values in sport (tolerance and respect) Highlight possible character building opportunities through gymnastics-based activities. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms and body tension. Understand how sequences are aesthetically improved and allow for students to suggest, trial and refine ideas. 	<p>tactics during game play.</p> <ul style="list-style-type: none"> Continual development and adaptation of the necessary skills will contribute to producing an improved performance. <p>Health & fitness</p> <ul style="list-style-type: none"> Develop the ability to perform sustained physical movements as part of a warm up and games situations. <p>Social & emotional development</p> <ul style="list-style-type: none"> To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Highlight possible character building 	<p>how to improve personal fitness through dance.</p> <p>Social & emotional development</p> <ul style="list-style-type: none"> Students will develop and refine skills and compositional ideas based on decisions about movements, gestures and timing. Students will develop a full choreographed sequence as a group. Discussion and teamwork will allow for students to suggest, trial and refine ideas. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> To understand the importance of values in sport (tolerance and respect) Highlight possible character 	<p>of activities require different type of fitness.</p> <ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing a students physical capacity. Understand the physics of speed, linear motion, angles and drag. <p>Social & emotional development</p> <ul style="list-style-type: none"> To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Highlight possible character building opportunities through athletic based activities and 	<p>the wider community.</p> <ul style="list-style-type: none"> Develop the ability to perform sustained physical movements as part of a warm up and games situations. <p>Social & emotional development</p> <ul style="list-style-type: none"> Students should be able to recognise the importance of responding to changing situations. Students will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skill <p>Mental capacity & Independent thinking</p>
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	<p>space and choice of skill execution.</p> <ul style="list-style-type: none"> • Opportunities to play a variety of roles within small groups. • Students will develop communication and decision making skills (defender, attacker, and referee). 		<p>opportunities through badminton based activities and discuss the need to stay healthy and active throughout life.</p> <ul style="list-style-type: none"> • Signpost enrichment opportunities within the school timetable and in the wider community to increase activity. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> • Use badminton concepts to develop observation skills on peer performances and individual techniques. • To develop an improved mental capacity through understanding of the basic rules and questioning of game concepts. 	<p>building opportunities through dance based activities and discuss the need to stay healthy and active throughout life.</p> <ul style="list-style-type: none"> • Signpost enrichment opportunities within the school timetable and in the wider community. 	<p>discuss the need to stay healthy and active throughout life.</p> <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> • Students will develop and refine skills and tactical decisions in order to run, jump or throw further. • Students to evaluate the use of body parts to gain an improvement in replicated technique. • Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. • To encourage the ability to become a 	<ul style="list-style-type: none"> • Develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations. • To extend knowledge of rounders rules and umpire calls.
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			<ul style="list-style-type: none"> • Students should be able to recognise the importance of responding to changing situations within the game to both attack and defend. • Students will be constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. 		<p>reflective learner.</p> <ul style="list-style-type: none"> • Students will gain knowledge of the nature of athletic activities and make effective evaluations of strengths and weaknesses in own and others' performance. 	
8	<p><u>Team games - Application of skills in a variety of competitive situations</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will further develop the fundamental principles of play when replicating core skills and 	<p><u>Gymnastics</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will develop the core skills necessary to develop fluent flight based routines. • Students should be able to link individual skills as part of a group 	<p><u>Net/wall games - Racquet sports</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will develop the fundamental principles of play when replicating core skills and movement needed including; forehand, 	<p><u>Dance</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Explore a range of dance movements focusing on gestures, formations, body shapes and contrasts in dynamic and rhythmic patterning. 	<p><u>Athletics</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will develop the skills necessary to compete and achieve in a number of athletic events. • To gain further experience at jumping events, aiming for 	<p><u>Striking and fielding games</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will develop the ability to outwit opponents using strategies and tactics. • Students will learn to apply and use of a range of techniques for batting, bowling

<p>movement needed.</p> <ul style="list-style-type: none"> • Technique will be further tested through its use in small sided games and conditional situations and assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • Discuss the need to stay healthy and active throughout life. • Signpost enrichment opportunities within the school timetable and in the wider community. • Develop ability to complete physical warm ups based around football to help develop pupil's physical capacity. <p>Social & emotional development</p>	<p>sequences both on the floor and using low/high apparatus.</p> <ul style="list-style-type: none"> • Pupil's ability to combine and perform actions together will be assessed against learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • Understand the physics of balance and rotation. • To develop knowledge on how to improve personal fitness through gymnastics. • Highlight the benefits of gymnastics based movements to improve flexibility, suppleness and coordination and discuss the need to stay healthy and active throughout life. 	<p>backhand, clear, serves, smashes and drop shots.</p> <ul style="list-style-type: none"> • Students will be expected perform these skills with accuracy and control. • Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • Develop the ability to perform intense physical activity in the form of badminton games <p>Social & emotional development</p> <ul style="list-style-type: none"> • To develop a resilience to challenges and setbacks. • To understand the importance of 	<ul style="list-style-type: none"> • Demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. • Students evaluate and assess movements and refine routines. • Develop the skills of: Rhythm, Timing, Gestures, Jumps. • Students will develop and refine skills and compositional ideas based on decisions about movements, gestures and timing. • Students will develop a full choreographed sequence as a group. • Discussion and teamwork will allow for students to suggest, trial and refine ideas. 	<p>height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.</p> <ul style="list-style-type: none"> • In all events, demonstration of accurate technique and related performances will be assessed. <p>Health & fitness</p> <ul style="list-style-type: none"> • Students to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. • Be able to recognise that different types of activities require different type of fitness. • Physical warm ups aid as a useful fitness 	<p>and fielding during game play.</p> <ul style="list-style-type: none"> • Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. • Students will develop the fundamental principles of play when replicating core skills and movement needed including; Batting, bowling and fielding. Students will be expected perform these skills with accuracy and control. • Technique will be further tested through its use in small sided games and assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> • To understand the type of fitness
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<ul style="list-style-type: none"> To develop a resilience to challenges and setbacks. To understand the importance of sportsmanship and respect for others. Highlight other possible character building opportunities through games based activities. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will be encouraged to devise new strategies to beat and outwit opponents. Students will learn to identify and recognise similarities in principles of attack and defence. Students will implement strategic and tactical 	<ul style="list-style-type: none"> Signpost enrichment opportunities within the school timetable and in the wider community. <p>Social & emotional development</p> <ul style="list-style-type: none"> To understand the importance of communication, teamwork and respect for others while building character traits for life-long learning. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms to create time in the air. Understand how sequences are 	<p>communications and sportsmanship/r respect for others.</p> <ul style="list-style-type: none"> Highlight other possible character building opportunities through badminton based activities and discuss the need to stay healthy and active throughout life. Signpost enrichment opportunities within the school timetable and in the wider community. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will be encouraged to devise new strategies to beat and outwit opponents. 	<p>Health & fitness</p> <ul style="list-style-type: none"> To develop knowledge on how to improve personal fitness through dance. Understand the importance of communication, teamwork and respect for others. Develop ability to perform sustained physical movements as part of a warm up <p>Social & emotional development</p> <ul style="list-style-type: none"> Highlight other possible character building opportunities through dance based activities and discuss the need to stay healthy and active throughout life. Signpost enrichment 	<p>tool in developing a students physical capacity.</p> <ul style="list-style-type: none"> Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances. Discuss the need to stay healthy and active throughout life. <p>Signpost enrichment opportunities within the school timetable and in the wider community.</p> <p>Social & emotional development</p> <ul style="list-style-type: none"> To develop a resilience to challenges and setbacks. 	<p>components that rounders and cricket players need to perform at a high level and discuss the need to stay healthy and active throughout life.</p> <ul style="list-style-type: none"> Signpost enrichment opportunities within the school timetable and in the wider community. Develop the ability to perform intense physical activity in the form of rounders games <p>Social & emotional development</p> <ul style="list-style-type: none"> To develop a resilience to challenges and setbacks. To understand the importance of communications and sportsmanship/respect for others. <p>Mental capacity & Independent thinking</p>
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	<p>decisions based on movement of the ball into space and choice of skill execution.</p> <ul style="list-style-type: none"> • Opportunities to referee/coach students or small groups will develop communication and decision making skills 	<p>aesthetically improved and allow for students to suggest, trial and refine ideas</p>	<ul style="list-style-type: none"> • Students should be able to recognise the importance of responding to changing situations within a game. This decision making process should influence movement of the shuttle around the court using a variety of core skills. • To develop a more detailed understanding of singles and doubles rules during a competitive game situation. 	<p>opportunities within the school timetable and in the wider community.</p> <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> • To develop the ability to refine a sequence based on feedback or as part of self-assessment. • Students will be able to evaluate their own and others strengths and weaknesses through the use of video analysis and be able to suggest areas for improvement 	<ul style="list-style-type: none"> • To understand the importance of communications and sportsmanship/respect for others. • Highlight other possible character-building opportunities through athletic based activities. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> • Opportunities to coach students or small groups will develop communication, leadership and decision making skills. • Students will further develop and refine skills and tactical decisions in order to run, jump or throw further. 	<ul style="list-style-type: none"> • Develop the ability to perform intense physical activity in the form of rounders games. • To develop a more detailed understanding of terminology, rules and umpire calls during a competitive game situation. • Challenge pupil's mental capacity through reflective learning and refinement of tactics.
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					<ul style="list-style-type: none"> • Students to evaluate the use of body parts to gain an improvement in replicated technique. • Adapt & refine these strategies to the need of an event. • To encourage the ability to become a reflective learner. • Students will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. 	
9	<p><u>Team games - Develop understanding of tactics/strategies/leadership roles</u></p> <p>Skill development & Physical Literacy</p>	<p><u>Team games - Develop understanding of tactics/strategies/leadership roles</u></p> <p>Skill development & Physical Literacy</p>	<p><u>Net/Wall games - Racquet sports</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will replicate shots with a 	<p><u>Leadership</u></p> <ul style="list-style-type: none"> • Through the use of the Young Sports Leader Award and whistlers students will develop their ability to adopt 	<p><u>Athletics</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students to continue to improve their 	<p><u>Striking and fielding games</u></p> <p>Skill development & Physical Literacy</p> <ul style="list-style-type: none"> • Students will replicate shots with a developing control and

<ul style="list-style-type: none"> Students will further develop the fundamental principles of play using and replicating core skills and movement needed including movement on and off the ball. Demonstrating high quality performances and accurate replication will be assessed with reference to learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing a students' physical capacity. To develop understanding of how to prepare for and recover from exercise safely. 	<ul style="list-style-type: none"> Students will further develop the fundamental principles of play using and replicating core skills and movement needed including movement on and off the ball. Demonstrating high quality performances and accurate replication will be assessed with reference to learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing a students physical capacity. To develop understanding of how to prepare for and recover from exercise safely. 	<p>developing control and accuracy.</p> <ul style="list-style-type: none"> Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes. <p>Health & fitness</p> <ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing a students physical capacity. <p>Social & emotional development</p> <ul style="list-style-type: none"> To develop a resilience to 	<p>the role of the leader.</p> <ul style="list-style-type: none"> Students will gain knowledge and understanding of FAST PACE 	<p>own personal performance.</p> <ul style="list-style-type: none"> Students will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed. <p>Health & fitness</p> <ul style="list-style-type: none"> Students to prepare and recover from exercise safely using principle of warm up. 	<p>accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations.</p> <ul style="list-style-type: none"> Techniques will be further tested through its use in small sided games and assessed against expected learning outcome <p>Health 7 fitness</p> <ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing students physical capacity. To develop understanding of how to prepare for and recover from exercise safely <p>Social & emotional development</p> <ul style="list-style-type: none"> To understand the importance of sportsmanship and respect for others.
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	<p>Social & emotional development</p> <ul style="list-style-type: none"> To develop resilience to challenges and setbacks and work independently as well as a team. To understand the importance of sportsmanship and respect for others. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. To use the understanding of rules and terminology used for a team games to trial different roles within the game. Be able to understand the 	<p>Social & emotional development</p> <ul style="list-style-type: none"> To develop a resilience to challenges and setbacks and work independently as well as a team. To understand the importance of sportsmanship and respect for others. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas. To use the understanding of rules and terminology used for a team games to trial different roles within the game. Be able to understand the 	<p>challenges and setbacks and work independently as well as a team.</p> <ul style="list-style-type: none"> To understand the importance of sportsmanship and respect for others. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> Students will be encouraged to use more advanced strategies to beat and outwit opponents. Students should be able to recognise the importance of responding to changing situations and increase the speed of decisions made. Further opportunities to referee/coach students or 		<ul style="list-style-type: none"> Pupil will explore different the types fitness demands of athletic activities. To extend knowledge of athletic event rules and personal records. Students will be encouraged to evaluate technical elements to each event. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances. To develop understanding of how to prepare for and recover from exercise safely. 	<p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> To develop a resilience to challenges and setbacks and work independently as well as a team. Students will be encouraged to devise strategies to beat and outwit opponents. This should include information about trajectory of bowling delivery and judgment of ball flight for batting. Students should be able to recognise the importance of responding to changing situations within a game.
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	<p>concept of attack and make effective evaluations of strengths and weaknesses of a team's performance.</p>	<p>concept of attack and make effective evaluations of strengths and weaknesses of a team's performance.</p>	<p>small groups will develop communication and decision making skills.</p>		<ul style="list-style-type: none"> • To link components of fitness to relevant events and outline benefits. <p>Social & emotional development</p> <ul style="list-style-type: none"> • To develop a resilience to challenges and setbacks and work independently as well as a team. • To understand the importance of sportsmanship and respect for others. <p>Mental capacity & Independent thinking</p> <ul style="list-style-type: none"> • Opportunities to coach students or small groups will develop communicatio 	
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					<p>n, leadership and decision making skills.</p> <ul style="list-style-type: none"> • Students will further develop and refine skills and tactical decisions in order to run, jump or throw further. • Students to evaluate the use of body parts to gain an improvement in replicated technique. • Adapt & refine these strategies to the need of an event. • To develop the skill of reflection and evaluation to improve own performances. 	
<p>10 Core PE</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. 	<p><u>Net/wall</u></p> <ul style="list-style-type: none"> • To develop advanced techniques and implement and refine strategic play to outwit opponents. 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To replicate techniques and perform across a range of fitness activities. • To undertake different roles and 	<p><u>Invasion</u></p> <ul style="list-style-type: none"> • To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. 	<p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> • To develop the use of more advanced techniques and apply them in a competitive game in order 	<p><u>Striking and fielding 2</u></p> <ul style="list-style-type: none"> • To develop the use of more advanced techniques and apply them in a competitive game

	<ul style="list-style-type: none"> To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently run small sided games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness. Engage in cooperative learning strategies 	<ul style="list-style-type: none"> To demonstrate knowledge of the essential elements of attack and defence in competitive situations. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness Engage in cooperative learning strategies 	<p>responsibilities relating to leading and performance.</p> <ul style="list-style-type: none"> To develop the ability to evaluate and assess own and others' technique towards personal targets. To develop a deeper understanding about healthy lifestyles & fitness. 	<ul style="list-style-type: none"> To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small sided games. To develop a deeper understanding of netball positioning, the importance of teamwork, communication and a healthy active lifestyle. Engage in cooperative learning strategies. 	<p>to outwit opponents.</p> <ul style="list-style-type: none"> To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness. Engage in cooperative learning strategies 	<p>in order to outwit opponents.</p> <ul style="list-style-type: none"> To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness. Engage in cooperative learning strategies
<p>11 Core PE</p>	<p><u>Invasion Games 2</u></p> <ul style="list-style-type: none"> To build on core skills and apply them in a range 	<p><u>Net/Wall</u></p> <ul style="list-style-type: none"> To build on core skills and apply them in a range 	<p><u>Invasion Game 2</u></p> <ul style="list-style-type: none"> To build on core skills and apply them in a range 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Replicate techniques in a wide range of 		

	<p>of competitive contexts and physically demanding conditional drills.</p> <ul style="list-style-type: none"> To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate & compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness. 	<p>of competitive contexts and physically demanding conditional drills.</p> <ul style="list-style-type: none"> To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate & compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness 	<p>of competitive contexts and physically demanding conditional drills.</p> <ul style="list-style-type: none"> To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate & compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness. 	<p>activities and performs at a high intensity.</p> <ul style="list-style-type: none"> Can provide others with effective feedback to help them improve. Challenge both physical and mental capacity. 		
<p>10 Cambridge National Sports Studies</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>In this unit students will learn how to develop your skills as both a performer, in two</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>Topic Area 1: Key components of performance</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>Topic area 2 Applying practice methods to support improvement in a sporting activity</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>Topic Area 3: Organising and planning a sports activity session</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>Topic Area 4: Leading a sports activity session</p>	<p>Unit R184: Contemporary issue in sport</p> <p>Topic Area 2 The role of sport in promoting values</p> <p>2.1 Sports Values</p>

<p>different sporting activities, and as a leader in one activity, where they will need to plan, deliver and review safe and effective sporting activity sessions.</p> <p>Topic Area 1: Key components of performance</p> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>OCR-set assignment. 16-18 hours</p> <p>Unit R186: Sport and the media</p> <p>Topic Area 1: The different media sources that cover sport</p> <p>Distinguish between different media sources and how they cover sport</p>	<p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>OCR-set assignment. 16-18 hours</p> <p>Unit R186: Sport and the media</p> <p>Topic Area 3: Negative effects of media in sport</p> <p>3.1.1 External factors affecting decline in live spectatorship</p> <p>3.1.2 Ethical appropriateness of sponsors</p> <p>3.1.3 How the media is assisting a widening wealth divide in sport</p> <p>3.1.4 Impacts of wider global issues on sport/performers/spectators</p>	<p>2.1 Strengths and weaknesses of sports performance</p> <p>2.1.1 Key components for assessing strengths and weaknesses in performance</p> <p>2.2 Methods to improve practice</p> <p>2.2.1 Different types of practice and progressive drills</p> <p>2.2.2 Altering the context of performance</p> <p>2.3 Measuring improvement performance</p> <p>2.3.1 Use of tools to aid evaluation</p> <p>Unit R186: Sport and the media</p> <p>Set assignment tasks</p>	<p>3.1 Organisation of a sports activity session</p> <p>3.1.1 Appropriate venue</p> <p>3.1.2 Equipment</p> <p>3.1.3 Timing</p> <p>3.1.4 Supervision</p> <p>3.1.5 Contingency plan</p> <p>3.2 Safety considerations when planning a sports activity</p> <p>3.2.1 Risk assessment and corrective action</p> <p>3.2.2 Checking equipment</p> <p>3.2.3 Basic first aid and child protection</p> <p>3.2.4 Emergency procedures</p> <p>3.3 Objectives to meet the needs of the group</p>	<p>4.1 Organisation of a sports activity session</p> <p>4.1.1 Safe practice</p> <p>4.1.2 Timing</p> <p>4.1.3 Adaptability</p> <p>4.1.4 Reliability</p> <p>4.2 Leading a sports activity session</p> <p>Topic Area 1 Issues which affect participation</p> <p>1.1 User groups</p> <p>1.2 Possible barriers</p> <p>1.3 Possible barrier solutions</p> <p>1.4 Factors that affect the popularity of sport in the UK</p> <p>1.4.1 Positive impacts on the</p>	<p>2.1.1 Values which can be promoted through sport</p> <p>2.2 The Olympic and paralympic movement</p> <p>2.2.1 Olympics and Paralympics</p> <p>2.3 Sporting values, initiatives and campaigns</p> <p>2.3.1 Initiatives, campaigns and events which promote sporting values</p> <p>2.4 The importance of etiquette and sporting behaviour of performers</p> <p>2.4.1 The importance of etiquette and sporting behaviour of performers</p> <p>2.4.2 The importance of etiquette and sporting behaviour of spectators</p>
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	<p>1.1.1 Digital and social media and how they are fast changing aspect of sports coverage, allowing fans to spectate and watch when and wherever</p> <p>1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources</p> <p>1.1.3 Print media sources and their role as a traditional media source in comparison to other media sources</p> <p>Topic area 2: Positive impacts of the media</p> <p>2.2.1 Education</p> <p>2.2.2 Revenue</p>	<p>3.1.5 Media demands affecting sports scheduling</p> <p>3.2.1 Coverage of inappropriate behaviour</p> <p>3.2.2 Rejection of sporting hero's</p> <p>3.2.3 Scrutiny and criticism of participants</p> <p>3.2.4 Increased pressure on athletes to look a certain way</p>		<p>3.3.1 Introduction and conclusion</p> <p>3.3.2 Basic warm up and cool down</p> <p>3.3.3 Skill and technique development</p>	<p>popularity of sport in the UK</p> <p>1.5 Emerging/New sports in the UK</p>	<p>2.5 The use of performance enhancing drugs</p> <p>2.5.1 The reasons why sports performers use PEDs</p> <p>2.5.2 The reasons why sports performers should not use PEDs</p> <p>2.5.3 The role of WADA in eradicating the use of PEDs</p> <p>2.5.4 Sanctions to prevent the use of PEDs</p> <p>2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on sport</p>
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<p>11 Cambridge National Sports Studies</p>	<p>Topic Area 3: The implications of hosting major sporting events</p> <p>3.1 The features of major sporting events 3.1.1 The types of scheduling of major sporting events including 3.1.2</p> <p>3.2 (3.2.1) Positive and negative pre-event aspects of hosting major sporting events</p> <p>3.3 Potential positive and negative aspects of hosting major sporting events 3.3.1 During the event 3.3.2 Immediate and long term effects</p> <p>Topic Area 4: The role national governing bodies (NGBs) play in the development of their sport</p>	<p>Topic area 5: The use of technology in sport</p> <p>5.1 The roles of technology in sport</p> <p>5.1.1 To enhance performance</p> <p>5.1.2 To increase the safety of participants</p> <p>5.1.3 To increase fair play and increase the accuracy of officiating</p> <p>5.1.4 To enhance spectatorship</p> <p>5.2 Positive and negative effects of technology</p> <p>5.2.1 Positives</p> <p>5.2.2 Negatives</p> <p>5.2.3 Positive and negative effects of technology on the spectator experience</p>	<p>Students revise and consolidate key concepts in preparation for examinations.</p>	<p>Students revise and consolidate key concepts in preparation for examinations.</p>	<p>Students revise and consolidate key concepts in preparation for examinations.</p>	
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	<p>4.1 What NGBs do for their sport</p> <p>4.1.1 What is an NGB</p>					
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Year 12

Enrichment sports and activities

Year 12 students will be offered a range of enrichment and sports activities weekly within the curriculum to help support with the well-being of our students. Our philosophy is to develop personal qualities through sport, and enjoyment is at the heart of this. This will provide an excellent way to enjoy a sport in a social environment, progress and learn skills, extend friendship groups and engage in sport non-competitively or competitively if desired. These run for a double period each week. Students will have a choice of a range of traditional sports and more recreational activities. A different activity can be selected each term. These will include:

- Social netball
- Fitness activities
- 5-aside football
- Racquets sports
- Badminton
- Cricket
- Off-site activities such a golf or fitness

Year 6 to 7 Transition:

Within KS1 and KS2 students have developed fundamental skills to enable them to access and participate in a number of activities and to build a base level of fitness. Our PE curriculum in year 7 provides students with the opportunity to progress skills further in sports and activities they are familiar with but also to experience additional activities. Within lessons students are challenged appropriately to ensure all students make progress. Lessons include activities to build personal qualities such as confidence, communication skills and leadership qualities which help students to work effectively with those around them. Within the PE department we work closely with the Primary Phase to ensure that the sequence of lessons in year 7 build progressively upon those covered in Year 6. We offer opportunities for our students to take on the role of lunchtime leaders in the Primary Phase and to help organise sporting events such as sports day.

Enrichment Opportunities:

Primary

Students are given opportunities to participate in competitive sport, representing the school in competitions such as Football, Netball, Basketball, Boccia Ball, Athletics, Gymnastics and Cross Country. We provide opportunities for all students to represent the school, including students with SEND. We encourage our students to demonstrate sportsmanship and our school virtues during PE lessons as well as lunch time clubs and break time games. The students demonstrate this while representing the school at competitions.

Our virtues are not only demonstrated on the school grounds, but when visiting different venues. We are fortunate to have close links with local schools, providing even more opportunities to represent the school in more of a friendly game situation. Nishkam has formed relationships with Duke Meadows, who have been providing professional tennis coaching for some year groups. We also work with the Harlequins Foundation, who are supporting us to encourage girls to become more involved in rugby. Throughout the school year, we engage with sporting events such as the Women's Euros, Men's World Cup, Physical Disability Rugby League as well as many more. Students can also attend extra-curricular clubs after school such as:

- Gymnastics
- Tennis
- Football
- Karate
- Yoga and Meditation
- Netball

Secondary

Students are offered a range of extra-curricular clubs to provide the opportunity to further develop performance or to experience a range of activities. These include:

- Football
- Netball
- Badminton
- Cricket
- Table tennis
- Running
- Yoga
- Dodgeball
- Basketball
- Hockey

The activities offered are reviewed each half. Students feedback is gained on the clubs offer. Students are offered opportunities to engage in leadership both without and outside of school. As part of the FAGSP, girls are offered a range of football activities which have included

attendance to a number of the Women's Euro matches and running primary school sports days. Students can become young leaders through the FA Game On leadership course and the Active Leaders course which enhance the leadership qualities developed through the curriculum. Students will have the opportunity to support with sporting activities within the primary phase during lunchtime. We have fostered a positive relationship with Grasshoppers, students benefit from the use of their facilities after school for some activities. Within the curriculum we aim to enrich students experience by including emerging sports such as Kabaddi and ultimate frisbee. As an extension to learning within the lesson we enrich knowledge and understanding by asking students to research major sporting games, teams, and role models in the sports or activities being covered.

Within Key Stage 3 pupils will experience taking part in sport in a range of different roles:

- Leader
- Coach
- official

To help develop essential skills for these roles all pupils will complete the Young Sports Leader award in year 9. Part of this course will be to support the delivery of an activity of their choice. Pupils will be given opportunities to help run inter and intra school competitions. Select groups of pupils will also engage leadership programs such as:

- FA Game of Our Own training, which enables development
- Whistlers
- Youth Sport Award
- ECHP leadership in cricket

Impact:

Our curriculum aims to improve the wellbeing and fitness of all students; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PSHE and our virtues programme, we promote the overall well-being and health of each student through teaching about self-discipline, resilience and the need to take ownership and responsibility for their own health and fitness in order to be successful. In all phases, students possess a wide range of physical abilities. Students make good progress in PE and are eager to attend after school clubs and competitive sports events.

The model PE Pupil will:

- Show enthusiasm and a love of sport
- Participate willingly & respond positively to the sporting, creative & cultural opportunities provided.
- Engage in extra curricula activities
- Work cooperatively with others
- Show resilience when developing new skills

- Demonstrate a positive attitude to learning
- Demonstrate the Nishkam virtues when participating
- Demonstrate tolerance when performing in mixed ability groupings
- Model sportsmanship
- Be engaged and motivated and can explain accurately and confidently how to keep themselves healthy.
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In the Primary phase, teachers use Get 4 PE end of unit assessments to assess student's progress, identify gaps and plan next steps.

In the Secondary phase, student participation in lessons and their engagement in developing skills is high. High participation rates are also seen in all extra-curricular sessions offered. The intention of the PE curriculum is to give students the confidence, skills and knowledge to continue to take part in physical activity and sport away from the school, post-16 and beyond. It is expected that students will understand the importance of health and fitness, exercising safely and the importance of following rules within sport and society. It is also hoped that students will view their vast experience in PE and sport at the school as a positive one and that this will shape future behaviour. Some students may wish to follow a career because of their experience in Physical Education and these careers could include being a teacher, personal trainer, coach, physiotherapist, sports scientist, diet and fitness instructor, armed forces, leisure and tourism industry.

For students studying the vocational CTECH Sport Studies course:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use periodic formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.