

Curriculum plan: PE

CONNECTED

INTENT:



“Physical fitness is not only one of the most important keys to a healthy body, it is the basics of dynamic creative intellectual activity”

J F Kennedy

Physical education supports the curriculum vision for all young people to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge and competencies to live a health and physically active lives at school and for the years to come.










The King's aims to develop, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum as well as extra-curricular programme that also aims to support school-community club links. At The King's, whether your passion is in invasion games, net and ball games, strike and field games, track and field athletics, gymnastic based or swimming, students can learn transferable, cognitive and social skills.

Students will be able to apply these skills into a plethora of conditioned or competitive situations, this development can help lead to improved physical, mental and social health whilst exposing them to a future hobby or career, we encourage our students to approach all physical activity with a positive attitude and an open mind, we guide students to independently develop their skillset and explore different ways to utilize the skills we develop like teamwork, cooperation, communication, creativity and leadership.

















Please click on the icons to access our online portal where you can learn more about each topic

7	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>All: Cross country (analyst)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> increasing knowledge of pacing and components of fitness linked to cross country including cardiovascular endurance providing opportunities for setting personal goals, tracking progress and analysis of performance <p></p> <p>All: Practical ABCs (performer)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> focus on developing fundamental skills including agility, balance, coordination and speed developing knowledge of when and how to apply the different skills during isolated, conditioned and competitive practices 	<p>Band 1: Dance (analyst)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> exploration of the capoeira style of dance defining key terminology in relation to capoeira demonstration of key capoeira moves and application to routines including travel, turns, jumps, gestures and stillness analysis of own and others performances to inform areas for improvement <p></p> <p>Band 2: Badminton (Instructor)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> understanding and demonstration of the basic shots within badminton developing understanding of the basic rules of badminton developing ability to officiate badminton using the basic rules increasing understanding of how to lead warm-ups and basic practices linked to badminton <p></p>	<p>Band 1: Badminton (instructor)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> understanding and demonstration of the basic shots within badminton developing understanding of the basic rules of badminton developing ability to officiate badminton using the basic rules increasing understanding of how to lead warm-ups and basic practices linked to badminton <p></p> <p>Band 2: Dance (analyst)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> exploration of the capoeira style of dance defining key terminology in relation to capoeira demonstration of key capoeira moves and application to routines including travel, turns, jumps, gestures and stillness analysis of own and others performances to inform areas for improvement <p></p>	<p>Band 1: OAA (performer)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> developing knowledge of how to read a map, identifying markers and scales increasing ability to plan and follow routes on a map problem solving using creative solutions to overcome problems during team and independent challenges development of leadership and communication skills <p></p> <p>Band 2: Netball (instructor)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> understanding and demonstration of basic movements within netball including passing, shooting, defending, dodging and positional play developing understanding of the basic rules of netball developing ability to officiate netball using the basic rules increasing understanding of how to lead warm-ups and basic practices 	<p>Band 1: Netball (instructor)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> understanding and demonstration of basic movements within netball including passing, shooting, defending, dodging and positional play developing understanding of the basic rules of netball developing ability to officiate netball using the basic rules increasing understanding of how to lead warm-ups and basic practices linked to netball <p></p> <p>Band 2: OAA (performer)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> developing knowledge of how to read a map, identifying markers and scales increasing ability to plan and follow routes on a map problem solving using creative solutions to overcome problems during team and independent challenges development of leadership and communication skills <p></p>	<p>All: Striking and Fielding (performer)</p> <p>Learning to include:</p> <ul style="list-style-type: none"> developing ability to perform the batting and bowling techniques correctly understanding how to field correctly including both catching and throwing principles over varying distances increasing knowledge of how to apply skills successfully to competitive game situations <p></p>



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	All: Cross Country (analyst) Learning to include: <ul style="list-style-type: none"> continuing to develop knowledge of pacing and tactics that can be implemented within races providing opportunities so students can continue to set personal goals, beat previous personal bests, track progress and analyse performance 	Band 1: Table tennis (instructor) Learning to include: <ul style="list-style-type: none"> developing knowledge and understanding of how to demonstrate basic shots within table tennis developing understanding and ability to lead a full table tennis related warm up and a skill practice increasing knowledge of how to successfully implement the rules of table tennis during a competitive game, whilst undertaking the role of an official 	Band 1: Fitness (instructor) (Brain Bites – Fitness Playlist – 38 videos) Learning to include: <ul style="list-style-type: none"> developing understanding of components of fitness and methods of training and their application to practical examples increasing ability to lead fitness sessions which are linked to improving specific components of fitness for different ability levels 	Band 1: Badminton (performer) Learning to include: <ul style="list-style-type: none"> further development of shots used within badminton and practical application during isolated, conditioned and competitive practices developing knowledge of tactics within badminton and how these can be used to outwit an opponent during competitive situations 	Band 1: Gymnastics (analyst) Learning to include: <ul style="list-style-type: none"> providing opportunities to develop gymnastics skills including floor routines and use of apparatus developing students' knowledge and understanding of how to successfully assess their own and others performances to identify strengths and areas for improvement assisting students in developing their use of gymnastics 	All: Striking an fielding (performer) Learning to include: <ul style="list-style-type: none"> developing the batting technique so that students are able to vary the direction of their shots and implement batting tactics successfully developing consistency of the bowling action reducing the number of 'no ball' occurrences further development of fielding strategies and knowledge of tactics linked to fielding successfully increasing knowledge of tactics
8	 All: Athletics (analyst) Learning to include: <ul style="list-style-type: none"> providing opportunities to develop practical skills in both field and track athletics activities analysis of own and others performances to inform areas for improvement setting personal goals and targets and tracking progress 	 Band 2: Fitness (instructor) Learning to include: <ul style="list-style-type: none"> developing understanding of components of fitness and methods of training and their application to practical examples increasing ability to lead fitness sessions which are linked to improving specific components of fitness for different ability levels 	 Band 2: Table Tennis (instructor) Learning to include: <ul style="list-style-type: none"> developing knowledge and understanding of how to demonstrate basic shots within table tennis developing understanding and ability to lead a full table tennis related warm up and a skill practice increasing knowledge of how to successfully implement the rules of table tennis during a competitive game, whilst undertaking the role of an official 	 Band 2: Gymnastics (analyst) Learning to include: <ul style="list-style-type: none"> providing opportunities to develop gymnastics skills including floor routines and use of apparatus developing students' knowledge and understanding of how to successfully assess their own and others performances to identify strengths and areas for improvement assisting students in developing their use of gymnastics related terminology 	 Band 2: Badminton (performer) Learning to include: <ul style="list-style-type: none"> further development of shots used within badminton and practical application during isolated, conditioned and competitive practices developing knowledge of tactics within badminton and how these can be used to outwit an opponent during competitive situations 	 

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