THE										
THE POOL TO SET THE POOL TO SE	Term 1					Term 3				
Part	Mont	th			Half Term 2		Half Term 4	Half Term 5	Half Term 6	
Commonwealth Comm		Vork					Handball	Softball	Cricket	
USS THE		of V								
UNIONS (ULTICATED) TO THE PARTY OF THE PART		L E		Basketball Hockey			Fitness OAA	Rounders Cricket	Athletics Tennis	
UNIVERSAL PROPERTY OF THE PROP		S3		Use a range of tactics and strategies to overcome opponents in direct competition through			Use a range of tactics and strategies to overcome opponents in direct competition through	Use a range of tactics and strategies to overcome opponents in direct competition through	Use a range of tactics and strategies to overcome opponents in direct competition through team	
We shall be a service of the service		I Curriculum area – K							and individual games. Develop their technique and improve their performance.	
THE PARTY OF THE P									Analyse their performances compared to previous ones and demonstrate improvement to	
The company of the co								achieve their personal best.	achieve their personal best.	
Part		Nationa						challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.		
Seguence of the control of the contr		Substantive Knowledge	The What!							
Part of the control	<u>_</u>			individual activity in future years. There will also be an introduction in the specific techniques required within each sport. Specifically, students will build their skill levels and understanding of		individual activity in future years. There will also be an introduction in the specific techniques required within each sport. Specifically, students will build their skill levels and understanding of		Students are taught the fundamentals of Physical Education, with each activity being broken down into the key fitness and skill components that will be required to compete in each individual activity in future years. There will also be an introduction in the specific techniques required within each sport. Specifically, students will build their skill levels and understanding of		
Flags Flag	Sic	Disciplinary knowledge								
Part The state of the state	<u>S</u> .									
Plane and the site of the state of the sta				Develop ability to vary skills, actions and ideas and link these in ways that suit the games activity.		 Develop ability to vary skills, actions and ideas and link these in ways that suit the games activity. 		Develop ability to vary skills, actions and ideas and link these in ways that suit the games activity.		
Plane and the site of the state of the sta	S		The How!					Practices are completed that encourage the use of skills with co-ordination and control.		
Plane and the site of the state of the sta	⊆							Beginning to understand how to compete in a controlled manner.		
Page Company of the property of the proper	(0			Outdoor Adventurous Activities;		Outdoor Adventurous Activities;		Outdoor Adventurous Activities;		
Commontainer as description for the company of th	⊢			Enhance problem solving skills, including map skills		Enhance problem solving skills, including map skills		Enhance problem solving skills, including map skills		
the first four facts designed and seeming	<u></u>							Discuss and work with others in a group		
Service of the control and service and an absolute and s	<u>:</u>			Athletics		Athletics • Develor the shifty to run at speeds appropriate for the distance e.g. sprinting and cross country.		Athletics		
the first four facts designed and seeming				Perform a running jump with some power and accuracy		Perform a running jump with some power and accuracy		Perform a running jump with some power and accuracy		
Service of the control and service and an absolute and s	=									
Set of the form of	7			Dance;		Dance;		Dance;		
Part Description Part										
Part of the control	· · · · · · · · · · · · · · · · · · ·			Retrieval		Retrieval.		Retrival		
The part of the standard products are standard and the standard products are part to standard pr		uencing (Flow)	val & Extension	However, the consistency and depth of learning across these schools is not fully embedded. <u>Extension</u> Throughout year 7 pupils will be looking specifically at basic rules and skills within a range of sports including, invasion games along with net and wall sports such as table tennis and badminton. Students will learn the fundamentals in movement; throwing and catching, hand-eye coordination, foot-eye coordination, running, jumping and being able to perform tasks while		Extension Throughout this term year 7 pupils will be continue the development of their transferable skills whilst looking specifically sports specific skills within a range of sports including, handball,		Extension Pupils this term will be looking specifically at summer sports such as athletics, cricket and rounders. This will provide pupils a chance to participate in individual sports during athletics, this will allow pupils to develop their leadership skills through providing peer on peer feedback. Pupils will need to focus on the rules within the new sports for this term, pupils will also have the		
Business, Substitutes, Substitu										
Learning the continue of the completing of the c										
and a sweaged flow goals from this term accoss the quots used. Additional number information with the contribution with		Seq	Retrie							
Part		a +								
Part An interference Part And Part P		ative							information will be drawn from their Independent Learning Booklet.	
Part An interference Part And Part P		umn								
Part An interference Part And Part P		0, q								
For the fitted species of the property of the	al men	Virtue						8. Self-Mastery (April and May)		
Leaf and Trumfulness—When working within groups and within competitive situations. 2. Good Temper/Hamour — be able to stay calm in testing situations within PE. 3. Forbiers dowing (lam) 4. Creatively (bec) 4. Creatively (bec) 5. Seaving Positive (lan) 5. Seaving Positive (lan) 5. Seaving Positive (lan) 6. Speaking (leb) 7. Saying Positive (lan) 6. Speaking (leb) 7. Saying Positive (lan) 8. Aming Righ (April and May) 1. Temmork (lahy) 1. Speaking—state develop skills to the highest level possible and apply them within a strong tended and population to help pears. 1. Speaking—state of the develop skills to the highest level possible and apply them within a strong tended pears a tool within each sport to provide effective and including communication skills and organisation. 1. Speaking—staying communication skills and organisation. 2. Speaking—staying positive (lan) 5. Speaking (lan) 1. Temmork (lahy) 1. Temmork (lahy) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Temmork (lahy) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Temmork (lahy) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Temmork (lahy) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Temmork (lahy) 1. Speaking—staying positive (lan) 5. Speaking (lan) 1. Speaking—staying positive (lan) 5. Speaking—staying positiv	Persona Empoweri t	Link to Virtue	reflect, think deeply and					 Self –Mastery – be able to effectively demonstrate ones skills within a competitive situation. 	Compassion – Help with peer-feedback and evaluation in a caring and constructive way Good Sense – understand how our behaviours and efforts effect our performance and that of	
Use of the control of				2. Justice and Truthfulness – When working within groups and within competitive situations						
SMSC: SmSc				pupils will be expected to be truthful and display sportsmanship.						
SMSC: SmSc	.e 논	N Kell	s _{II} s					8. Aiming High (April and May)		
SMSC: SmSc	rat No	· ·	ile ski					Aiming High – looking to develop skills to the highest level possible and apply them within a second control of the second cont	Speaking – using communication as a tool within each sport to provide effective and efficient	
SMSC: SmSc	pa 7.	Link to Skil	Transferak			techniques. 2 Speaking = using communication as a tool within each sport to provide effective and		contested situation.	information to help peers. 2. Teamwork – Support each other to help make decisions on tactics and the development of	
G. 1	<u> </u>					efficient information to help peers.		ь		
G. 1		MSC & British Values	ions on curent issues	2. Moral 3. Social 4. Cultural British Values: 1. The rule of law 2. Democracy 3. Individual liberty		2. Moral 3. Social 4. Cultural British Values: 1. The rule of law 2. Democracy 3. Individual liberty		SMSC: 1. Spiritual	•	
J G S. Individual liberty S. Individual liberty 4. Tolerance of different faiths S. Individual liberty 4. Tolerance of different faiths								2. Moral		
J G S. Individual liberty S. Individual liberty 4. Tolerance of different faiths S. Individual liberty 4. Tolerance of different faiths	lsu							4. Cultural British Values: 1. The rule of law 2. Democracy 3. Individual liberty		
J G S. Individual liberty S. Individual liberty 4. Tolerance of different faiths S. Individual liberty 4. Tolerance of different faiths	ize									
G 4. Tolerance of different faiths 4. Tolerance of different faiths										
SMSC: 1. Enable students to develop their self-knowledge, self-esteem and self-confidence 2. Ensure that all pupils within the school have a voice that is listened to. 3. Ensure that all pupils within the school have a voice that is listened to. 3. Ensure that all pupils within the school have a voice that is listened to. 4. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice that is listened to. 5. Ensure that all pupils within the school have a voice t	ģ	Š								
1. An understanding of the importance or identifying and compatting discrimination. 2. Encourage students to accept responsibility for their behaviour and show initiative. 3. encourage respect for democracy and support for participation in the democratic	, E	lsh.	opini			SMSC: 1 Enable students to develop their self-knowledge self-esteem and self-confidence			11 11 11 11 11 11 11 11 11 11 11 11 11	
3. encourage respect for democracy and support for participation in the democratic	rati	, Briti	guid	Encourage students to accept responsibility for their behaviour and show initiative.		2. Encourage students to accept responsibility for their behaviour and show initiative.			An understanding of the importance of identifying and combatting discrimination. Ensure that all pupils within the school have a voice that is listened to.	
to the second of	g	ASC 8	evelo	encourage respect for democracy and support for participation in the democratic processes				initiative.		
3. encourage respect for democracy and support for participation in the democratic processes.	Pre	to SN V.	Q							
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