

Core PE – 5 Year Curriculum

Core PE follows a mastery curriculum, working from pupils' different starting points.

INTENDED LEARNING OUTCOMES	<u>CONTENT EXPANSION</u> - IMPLEMENTING KNOWLEDGE	<u>AP DESCRIPTOR</u> – <u>MEASUREING IMPACT</u>
	<p style="text-align: center;">Summary of module content</p> <p>What do pupils need to do to achieve the Learning outcome?</p> <ul style="list-style-type: none"> • Cognitive competence – resilience, gain & apply knowledge / tactics, analyse, problem solve. • Articulate competently – leadership, communication, rules, respect. • Motor competence – COF, skills, techniques, compete, knowledge • Social competence – interaction, respect, discussion, opinion, attitude, interpersonal skills • GCSE / BTEC / k55 terminology 	<p style="text-align: center;">Incorporate inspire, nurture, excel, achieve & competence</p> <p style="text-align: center;">Designed to allow students to demonstrate what they can do in order to meet the intended Learning outcomes.</p> <p style="text-align: center;">(e.g adopt different role, timings, talk to pupil, question, observe performance / behaviour, presentation, unit summary from pupil)</p> <p style="text-align: center;">Methods of measuring impact</p>
<p style="text-align: center;">1</p> <p>Fully understand all COF & apply them to multiple sporting activities consistently. Lead whole group warm up.</p>	<ol style="list-style-type: none"> 1. Use 3 specific sporting scenarios to allow all COF to be demonstrated. 2. Pupils to identify when and how the COF are impacting upon performance in a positive and negative sense. 3. Understand and demonstrate characteristics of leadership. 4. Understand the 3 parts of a warm up (pulse raiser, stretches and skill/drill specific) 5. Use a variety of dynamic and static stretches 6. Lead whole group in drills which demonstrates the various COF 	<ul style="list-style-type: none"> • Perform sporting actions in a game context identifying when COF are used. • Critically observe other performers and analyse effectiveness of their use of COF • Adopt role of leader for warm up. Explain the qualities of a good leader. • Explain how exercise affects the body. • Adopt the role of coach for drills. Explain/demonstrate the skills for a good leader/coach

	<ol style="list-style-type: none"> High levels of activity at all times. 	<ul style="list-style-type: none"> Sustain high levels of performance. Behaviour and attitude are exemplary
<p>2 Demonstrate advanced skills & techniques and make informed decisions on when and how to apply them in competitive situations.</p>	<ol style="list-style-type: none"> Introduction of "Timing", "Angle" and "Distance" of supporting run/movement to receive a pass. Pupils to "scan" as they receive the ball and whilst moving with object. Pupils attempt to score using technically correct models, usually with success. Pupils to apply the skills throughout the entire duration of the game. Conditioned practices with inversely overloaded attack / defence scenario to problem solve. Allow time to discuss tactics with pupils taking on position of leadership. Understand and experience set plays across various sporting activities. Lead whole group in a warm up using specific terminology. 	<ul style="list-style-type: none"> Identify and move into a position to receive a pass from a teammate. Peer coach a technically correct model in isolation to be used in conditioned and unconditioned game. Plan and implement the use of 'set plays' within a variety of competitive situations Sustain high levels of performance. Identify 'why' performance may drop. Is resilient during lessons. Respectful towards all during lessons.
<p>3 Analyse own and others' techniques and offer specific verbal feedback on how to improve.</p>	<ol style="list-style-type: none"> Play and self-analyse performance. Observe others' performances. Record their own & others performance to identify improvements from prior learning. Take on the role of official/umpire to enhance knowledge/understanding of various sporting situations Give structured Feed-Forward for self/peers to improve performance based on an elite performance/ or other peers Types of feedback – small game scenarios How to identify good technique Identify muscle locations / names and understand effects of exercise on the body. 	<ul style="list-style-type: none"> Evaluate the performance of a peer when "off the ball". Use the coaches eye app effectively to feedback to peers Discuss types of feedback Answer questions on advantages of feedback types. Sustain high levels of performance. Respectful and resilient throughout.

<p>4 Analyse own and others performance offering structured practical demonstrations using specific terminology on how to improve.</p>	<ol style="list-style-type: none"> 1. Analyse performance of self and others ensuring strengths & weaknesses are easily identified. 2. Identify key drills to help with specific techniques in a variety of sport situations 3. Respecting other pupils' ability; suggest ways to show improvement through verbal and visual feedback 4. Application of tactics to gain success 5. Apply tactics and strategies and evaluate their performances. In possession, not in possession, width, time, space, formation, principles of attack & defence - penetration, support/depth, mobility, width and creativity/improvisation. Deny time, close space, forcing into space away from goal. 	<ul style="list-style-type: none"> • Question, peer to peer to evaluate S & W • Design and implement specific practice that relates to identified S & W • Able to explain why the practice used is relevant. • Small sided games with pupil led tactical awareness. • Identify tactics and strategies and apply them to their own or teams performance. • Sustain physical activity for long periods of time.
<p>5 Lead structured small group practice sessions designed to develop / improve technical or tactical aspects</p>	<ol style="list-style-type: none"> 1. Identify skills needed to improve and apply a specific training programme to improve it. 2. SMART targets. 3. Identify the 4 types of guidance used to develop new skills 4. Training methods 5. Sustain high levels of physical activity for long periods of time. 	<ul style="list-style-type: none"> • Fluently demonstrate skills and drills. • Adopt role of a coach to explain drills • Identify attacking and defensive set plays • Pupils discuss and demonstrate which applying certain training methods to best improve performance. • Devise practice for peers to allow for success to be measured. • Demonstrate Visual, Verbal, Manual and Mechanical guidance methods
<p>6 Design whole group session plans to improve skills and</p>	<ol style="list-style-type: none"> 1. Identify sport to be used and justify why. 2. Select which skills need improving, know how to identify these skills and why. 3. Plan a warm up, discussing appropriate activities identifying key muscles and joints that will be used. 	<ul style="list-style-type: none"> • Complete written analysis to identify session aims. • Research drills / skill practices and create portfolio of ideas.

<p>techniques. Give accurate self-reflection.</p>	<ol style="list-style-type: none"> 4. Discuss in pairs a session which incorporates skills and COF relative to their chosen sport 5. Apply leadership skills individually lead either the warm up or cool down section 6. Lead the group in a whole class drill using sport specific terminology. 7. Reflect on overall delivery of session and understand ways that could be improved. 	<ul style="list-style-type: none"> • Create risk assessment, equipment needed, warm up linked. • Effectively lead a WU for whole group, specific to chosen sport. • Demonstrate and lead a whole class drill using the sport specific terminology • Individual and peer assessment on coaching styles used, feedback reflected upon and adjustments made, through verbal observation.
<p>7 Participate in game-based scenarios. Give accurate descriptions of how their performance has changed over time.</p>	<ol style="list-style-type: none"> 1. Full sided games, led by pupils. Pupils to coach, officiate and learn warm up. 2. Creativity. Pupils create own games including rules, tactics etc. 3. Tournament structures. Ladders etc. 	<ul style="list-style-type: none"> • Show performance through use of graphs. • Lead an activity that allows for analysis to occur • Take on the role of a performance analyst • Design and implement specific practice that relates to identified S & W • Apply differentiated adaptations to drills • Instigate appropriate fitness tests / practical tests to monitor performance change over time