

Year 7 PE Curriculum Plan – Set 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Netball	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Footwork</li> <li>• Dodging</li> <li>• Passing</li> <li>• Shooting</li> <li>• Marking</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dodge</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. step shooting</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Rugby	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Passing</li> <li>• Tackling</li> <li>• Rucking</li> <li>• Kicking</li> <li>• Scrums</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Attacking and defensive plays</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of contact</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 7 PE Curriculum Plan – Set 2

		<ul style="list-style-type: none"><li>• Rules of the game</li><li>• When to run/pass/kick</li><li>• Attacking and defensive formations</li></ul>					
--	--	--	--	--	--	--	--

Yr7 Set 2 - PE Half term 1

Yr 7 Set 2 – PE Half Term 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
First Aid/Leadership	10	<p><b>First Aid</b></p> <p>Students should know how to respond to the following first aid scenarios;</p> <ul style="list-style-type: none"> <li>• Primary survey</li> <li>• Unconscious casualty – breathing</li> <li>• Unconscious casualty – not breathing</li> <li>• Choking</li> <li>• Allergic reaction</li> <li>• Shock</li> <li>• Bleeds</li> <li>• Asthma/chest pain</li> </ul> <p><b>Leadership</b></p> <p>Students should know;</p> <ul style="list-style-type: none"> <li>• Qualities of a good sports leader</li> <li>• Communication skills</li> <li>• Planning skills</li> <li>• Organisation skills</li> <li>• Warm-ups</li> <li>• How to progress activities</li> </ul>	St John’s ambulance PP’s on G drive	<ul style="list-style-type: none"> <li>• Careers – paramedics, emergency first aid, coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving, confidence, respect</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leading as an individual</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Leading in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 7 PE Curriculum Plan – Set 2

		<ul style="list-style-type: none"> <li>• How to differentiate activities</li> <li>• How to peer assess leadership</li> </ul>					
Hockey	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Tackling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Marking</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dribble/tackle</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. reverse stick, Indian dribble</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 7 PE Curriculum Plan – Set 2

Yr 7 Set 2 – PE Half Term 3

Year 7 PE Curriculum Plan – Set 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Table Tennis	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Serve</li> <li>• Return of serve</li> <li>• Offensive strokes – forehand and backhand</li> <li>• Defensive strokes – forehand and backhand</li> <li>• Application of spin – topspin and backspin</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• Selection of appropriate shots</li> <li>• Attacking and defensive strategies</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. side spin</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Gymnastics	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Locomotion</li> <li>• Balances</li> <li>• Rolls</li> <li>• Flight</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Higher level moves e.g. handspring/headspring</li> </ul> <p>SEND:</p>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> </ul>

Year 7 PE Curriculum Plan – Set 2

		<p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"><li>• Creating a sequence</li><li>• Exploring different heights, speeds and directions</li><li>• Individual and paired/group choreography</li></ul>				<ul style="list-style-type: none"><li>• Lower level moves e.g. log rolls, contact point balances</li></ul>	<ul style="list-style-type: none"><li>• Summative assessment at the end of the unit</li></ul>
--	--	--	--	--	--	--	---

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Football	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Passing</li> <li>• Tackling</li> <li>• Marking</li> <li>• Ball control</li> <li>• Dribbling</li> <li>• Shooting</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dribble/tackle</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. core skills on weak foot</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>



Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Athletics	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Track events – starting, finishing, leg action, arm action</li> <li>• Jump events – approach, take off, flight, landing</li> <li>• Throw events – stance, grip, throwing action, release</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Pacing in track events</li> <li>• Marking run-ups in jump events</li> <li>• Awareness of rules of events</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. travel in throwing events</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 7 PE Curriculum Plan – Set 2

YR 7 PE Set 2 – Half Term 6

Year 7 PE Curriculum Plan – Set 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Short Tennis	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Serve</li> <li>• Forehand</li> <li>• Backhand</li> <li>• Volley</li> <li>• Drop shot</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to play different shots</li> <li>• Attacking and defensive strategies</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. slice shots, topspin</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Striking & Fielding	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Throwing</li> <li>• Catching</li> <li>• Stopping the ball</li> <li>• Bowling</li> <li>• Batting – defensive and attacking shots</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. bowling with spin, hitting into different areas of field</li> </ul> <p>SEND:</p>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 7 PE Curriculum Plan – Set 2

		<p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"><li>• Scoring systems</li><li>• Rules of the game</li><li>• Decision making when fielding</li><li>• Attacking and defensive strategies when batting and fielding</li></ul>				<ul style="list-style-type: none"><li>• Slower progression of skills, focus on core skills only</li></ul>	
--	--	---	--	--	--	---	--