



ABINGDON

KS3 PE

YEAR GROUP/PATHWAY:
KS3

SUBJECT AREA: PE

Link to prior learning:

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination



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play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Rationale of sequencing:

‘Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.’ National Curriculum

We aim to give our students access to a broad range of sports and activities across their Key Stage 3 experience. In many cases our students have avoided sports; often because of the social demands of team sports or due to sensory or physical issues. We want to give them the opportunity to try as many sports as possible; in the hope that they may find something that they love and will continue out of school and in later life.

We take the opportunity to return to aspects of different sports that will allow our students to generalise the skills they learn; especially in reference to team sports where we are looking to foster effective communication and teamwork



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	Year 1	Year 2	Year 3
Autumn			
Knowledge	<p>Handball and Korfball</p> <p>To develop knowledge and understanding of the basic skills of handball and Korfball; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game.</p>	<p>Football</p> <p>Swimming</p> <p>To develop knowledge and understanding of the basic skills of football; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the FA) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play (with particular reference to attacking and defensive positions) and identify opportunities to demonstrate these within a game.</p> <p>Develop good levels of confidence, equality and fairness in their participation with others and encourage fair play during their participation.</p>	<p>Rugby</p> <p>Swimming</p> <p>Develop knowledge and understanding of the basic skills of Rugby (touch); recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the RFU) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play (with particular reference to attacking and defensive positions) and identify opportunities to demonstrate these within a game.</p> <p>Develop good levels of confidence, equality and fairness in their participation with others and encourage fair play during their participation.</p> <p>In swimming to securing the following; moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breaststroke, also side stroke,</p>



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			<p>swimming longer distances and for increasing amounts of time, using swimming skills and strokes for different purposes such as water polo and synchronised swimming, survival and self-rescue skills: treading water, maintain Heat Escape Lessening Position (HELP) and Huddle positions, floating and resting in the water (to regulate breathing), attracting attention by signalling for help (raising one arm and shouting), sculling, swimming in everyday clothing and with various buoyancy aids, swim 15m out and then swim 15 m back.</p> <p>water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising national swimming flags and warning signs and understanding national and local water safety advice,</p> <p>what to do if others get into difficulties: stay safe: shout, signal; throw, do not go into the water; raising the alarm 999,</p> <p>play competitive games such as water polo and apply basic principles suitable for attacking and defending.</p>
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<p>Skills/purpose</p>	<p>Develop performance of the basic skills of passing, shooting, footwork, turning, dribbling and ball control</p> <p>Develop good levels of confidence, equality and fairness in their participation with others and encourage fair play during their participation.</p> <p>NC aims; Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and Tennis]</p> <p>Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>	<p>Develop performance of the basic skills of passing, shooting, tackling, turning, dribbling and ball control</p> <p>NC Aims; In swimming to securing the following; moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breaststroke, also side stroke, swimming longer distances and for increasing amounts of time, using swimming skills and strokes for different purposes such as water polo and synchronised swimming, survival and self-rescue skills: treading water,</p>	<p>Develop performance of the basic skills in Rugby of passing, running, dodging tackling, turning, and ball control</p> <p>NC Aims; develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>In relation to swimming KS1 and KS2 must teach; pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p>
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Vocabulary	accuracy, passing, shooting, footwork, turning, dribbling and ball control	Rules, regulations, participation, stroke, collaboration	Buoyancy, sculling, self-rescue
Spring			
Knowledge and <i>purpose</i>	<p>Health Related Fitness & Dance/ Gymnastics</p> <p>Swimming</p> <p>To develop knowledge and understanding of the components of fitness by describing – aerobic endurance, speed, strength, muscular endurance, agility, coordination, flexibility.</p> <p>Develop knowledge and understanding on how to prepare for physical activity – identify the key stages of a warm-up, cool down, stretches; demonstrate and describe the purpose of each.</p> <p>Develop knowledge and understanding by</p>	<p>Stoolball:</p> <p>To develop knowledge and understanding of the components of Stoolball.</p> <p>Underarm bowling varying the speed, adding a run up and adding spin Batting, to be able to hit various sides including driving the ball down Fielding, long and short barrier, throwing and catching both infield and outfield Fielding positions</p>	<p>Dance/ Gymnastics</p> <p>Netball</p> <p>Develop basic gymnastic ability; with a focus on some light tumbling.</p> <p>To use vaulting equipment safety in order to develop a variety of vaults from the buck to the box (head and hand springs)</p> <p>To develop knowledge and understanding of the basic skills of netball; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of netball.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game.</p>



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	<p>describing the long and short-term effects of exercise on the body.</p>		<p>Netball</p> <p>To develop knowledge and understanding of the basic skills of netball; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of netball.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game.</p>
<p>Skills/purpose</p>	<p>Developing the following skills;</p> <p>how to enter (entry with full submersion and re-surface; fall in ;step in entries), exit the water (climb out unassisted, without use of the steps), floatation, submerging, rotating from back to front and front to back and regaining an upright position, pushing and gliding and an understanding of streamlining, aquatic breathing,</p>	<p>Students should understand how to bowl the ball in a variety of different ways including adding a run up from the opposite wicket and adding different variations of spin.</p> <p>Students should understand the importance of having a range of shots when batting. They should aim to drive the ball down both pulling the ball across their body and hitting to the off side.</p> <p>Students should be able to field a ball from a variety of different</p>	<p>Develop performance of the basic skills of passing, shooting, positioning, footwork, turning and ball control</p>



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	<p>moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breaststroke, also side stroke, swimming longer distances and for increasing amounts of time, using swimming skills and strokes for different purposes such as water polo and synchronised swimming</p> <p>NC aims; develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>In relation to swimming KS1 and KS2 must teach; pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>positions from both the outfield and infield. They should be able to move themselves into a better fielding position depending on the batters preferred shot.</p> <p>Students should be able to communicate with each other both whilst running between the wickets whilst batting and also when fielding.</p> <p>They should understand the importance of backing each other up whilst fielding, both on the boundary and when the ball is thrown into the bowler.</p>	
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	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations		
Vocabulary	Fitness, aerobic, endurance, speed,, strength, muscular, endurance, agility, coordination, flexibility, stroke, competent. .	Driving, batting, critical thinking, preferred	Tumbling, positional play, footwork, teamwork
Summer			
Knowledge	<p>Badminton</p> <p>Cricket</p> <p>To develop knowledge and understanding of the basic skills of badminton and cricket; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate</p>	<p>Hockey & Athletics</p> <p>Develop knowledge and understanding of the basic skills of hockey; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game.</p> <p>Develop good levels of confidence,</p>	<p>Bowls</p> <p>Rounders/ soft ball</p> <p>Develop knowledge and understanding of the basic skills of Bowls and Rounders/ soft ball; recognising and demonstrating, techniques (accuracy and consistency), understanding of the rules and regulations (as set out by the respective NGB) of all activities.</p> <p>Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate</p>



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	<p>these within a badminton game.</p>	<p>equality and fairness in their participation with others and encourage fair play during their participation.</p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all activities and apply them in competitive situations.</p> <p>Develop performance of the advanced techniques in sprinting, long distance running, throwing and jumping events.</p>	<p>these within a game.</p> <p>Develop good levels of confidence, equality and fairness in their participation with others and encourage fair play during their participation.</p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all activities and apply them in competitive situations.</p> <p>Bowling varying the speed Batting, to be able to hit in different positions Fielding, long and short barrier, throwing and catching Fielding positions</p>
<p>Skills/Purpose</p>	<p>Develop performance of the basic skills of footwork, turning, serving and different shots</p> <p>Develop good levels of confidence, equality and fairness in their participation with others and encourage fair play during their participation.</p> <p>NC aims;</p>	<p>Develop performance of the basic skills of passing (long range and short range), shooting, Stick work, turning, dribbling and ball control</p> <p>NC Aims; understand what makes a performance effective and how to apply these principles to their own and others' work</p>	<p>Students should understand how to bowl the ball in a variety of different ways.</p> <p>Students should understand the importance of having a range of shots when batting.</p> <p>Students should be able to field a ball from a variety of different positions from both the outfield and infield. They should be able to move themselves depending on where the batter is hitting.</p>



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	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]	develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	Students should be able to field a ball from a variety of different positions from both the outfield and infield. Students should be able to communicate with each other both whilst batting and also when fielding. They should understand the importance of backing each other up whilst fielding.
Vocabulary	consistency, serve, drop shot, smash, fielding, catching	equality, fairness, consistency, handling, improvement	Outfield, infield, positioning, vary, tactics