




PE

Key Stage 3 Framework for Learning


Year 7 2016-2017: Future Foundations

First 2 weeks	
Knowledge	Cosmic Baseline Assessment of main four Dept activities Football/ Netball, Basketball, Cricket, Fitness in Different Countries National Sport.
Skills	Core skills in running, jumping, hitting, catching, throwing and kicking Acquire, develop, refine, create, and identify techniques. Passing, shooting, tackling, ball control/ ball handling, bowling, serving, overhead, clears, forehand, backhand, spin.
Assessment	Two week baseline testing in different activities and skills
Reward & enrichment	
Character	
Autumn 1	
Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p>All ability bands (however depending on their ability they may follow Year 8 or 9 or KS2 curriculum):</p> <p>Rugby</p> <ul style="list-style-type: none"> Learn to use basic principles of play when selecting and applying tactics for defending and attacking. Develop the skills necessary in passing in the correct direction, receiving, intercepting. Outwitting and opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed <p>Netball</p> <ul style="list-style-type: none"> Perform fundamental netball passing and handling skills linking movement. Able to perform these in a small-sided game to maintain ball possession & begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball. <p>Football</p> <ul style="list-style-type: none"> Perform the basic Football skills of passing and receiving. Perform these in a small sided game. Understand and know where passing is used in football. Able to outwit opponents with dribbling Understand the importance of width and playing into space in order to attack. Know the benefits of types of shot on goal. Develop the ability to outwit opponents and teams using strategies and tactics. <p>Badminton</p> <ul style="list-style-type: none"> Demonstrate & use the correct grip and ready position. Recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. Understand the different lines and areas on the court and be able to move around within them. Replicate overhead and underarm clear, service and drop shot with control and accuracy. Accurately replicate basic shots in a small sided game implementing basic strategies and tactics. <p>High achievers High achievers in specific sports will begin to access the Year 8 or 9 curriculums.</p>
Skills	<p>Performer will demonstrate skills with control in isolation and conditioned practice situations.</p> <p>Official- will have the knowledge of the basic rules and methods of scoring.</p> <p>Leader- will understand fair play/ team work and warm-up activities.</p>
Assessment	<p>Assessment 1 (Week 1) – Practical Baseline Test.</p> <p>Practical Assessment 2 (Week 5 or 6) – Practical Assessment.</p> <p>End of term moderation exam in Football (Boys), Rugby (Boys), Netball (Girls) and/or Badminton (Girls). Practical performance attainment out of band 1-5 in line with New GCSE Criteria. Grade 2-Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned situation Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker marksheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level Assessment of Home Learning on Doodle- Health Benefits & Influences on Participation.</p>
Reward & enrichment	Inter-competition for all years in rugby, football and netball.



	<p>Extensive Autumn Extra curricular programme- Football (Boys & Girls all years). Basketball (KS3 & 4 Girls & Boys). Rugby (Yr 7, 8/9, 10/11). Badminton (KS3 team & KS4 team). Netball (Yr 7, 8 & 8). Tennis (all years boys & girls). Table Tennis (Boys all years). Kick Boxing (all years boys & girls). Interschool Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
<p>Character</p>	<p>QoFs – Optimism CV – Democracy</p> <p>Independent task selection or reshaping & adapting tasks within groups (use of S.T.E.P. process where you vary Size/ Task/ Equipment or People roles or numbers).</p> 
<h2 style="background-color: #004a99; color: white; padding: 5px;">Autumn 2</h2>	
<p>Knowledge</p>	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p>All ability bands (however depending on their ability they may follow Year 8 or 9 or KS2 curriculum):</p> <p>Rugby</p> <ul style="list-style-type: none"> • Learn to use basic principles of play when selecting and applying tactics for defending and attacking. • Develop the skills necessary in passing in the correct direction, receiving, intercepting. • Outwitting and opponent will be developed through small sided games and conditional situations. • Demonstrating high quality performances and accurate replication will be assessed <p>Netball</p> <ul style="list-style-type: none"> • Perform fundamental netball passing and handling skills linking movement. • Able to perform these in a small-sided game to maintain ball possession & begin to outwit opponents. • To develop an understanding and knowledge of the basic footwork rule of netball. <p>Football</p> <ul style="list-style-type: none"> • Perform the basic Football skills of passing and receiving. • Perform these in a small sided game. • Understand and know where passing is used in football. • Able to outwit opponents with dribbling • Understand the importance of width and playing into space in order to attack. • Know the benefits of types of shot on goal. • Develop the ability to outwit opponents and teams using strategies and tactics. <p>Badminton</p> <ul style="list-style-type: none"> • Demonstrate & use the correct grip and ready position. • Recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. • Understand the different lines and areas on the court and be able to move around within them. • Replicate overhead and underarm clear, service and drop shot with control and accuracy. • Accurately replicate basic shots in a small sided game implementing basic strategies and tactics. <p>High achievers High achievers in specific sports will begin to access the Year 8 or 9 curriculums.</p>
<p>Skills</p>	<p>Performer will demonstrate skills with control in isolation and conditioned practice situations. Official- will have the knowledge of the basic rules and methods of scoring. Leader- will understand fair play/ team work and warm-up activities.</p>
<p>Assessment</p>	<p>Assessment 1 (Week 1) – Practical Baseline Test. Practical Assessment 2 (Week 5 or 6) – Practical Assessment.</p> <p>End of term moderation exam in Football (Boys), Rugby (Boys), Netball (Girls) and/or Badminton (Girls). Practical performance attainment out of band 1-5 in line with New GCSE Criteria. Grade 2-Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned situation Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national</p>




	<p>expected progress from start point. Data recorded in SIMS tracker marksheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level Assessment of Home Learning on Doodle- Health Benefits & Influences on Participation.</p>
Reward & enrichment	<p>Extensive Autumn Extra curricular programme: Football (Boys & Girls all years). Basketball (KS3 & 4 Girls & Boys). Rugby (Yr 7, 8/9, 10/11). Badminton (KS3 team & KS4 team). Netball (Yr 7, 8 & 8). Tennis (all years boys & girls). Table Tennis (Boys all years). Kick Boxing (all years boys & girls). Interschool Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) .</p> <p>Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
Character	<p>QofS – Empathy CV – Solidarity, Caring for Others, Equality, Equity</p> <p>Caring for others in their development, abilities and performances. Caring the health and safety of others through their conduct and assessment of hazards.</p> 

Spring 1

Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p>All ability bands (however depending on their ability they may follow Year 8 or 9 or KS2 curriculum):</p> <p>Gymnastics</p> <ul style="list-style-type: none"> Apply movements, agilities and balances individually and as part of a fluent sequence. Learn to select, combine and perform skills; actions and balances including some that are inverted. Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus. <p>Hockey-</p> <ul style="list-style-type: none"> Correct grip for stick and safety rules. Develop the skills necessary to outwit opponents. Passing, receiving, shooting, tackling. Use basic principles of play when selecting defending and attacking tactic. Beating an opponent will be developed through small sided games. <p>Handball</p> <ul style="list-style-type: none"> Introduce passing linking and transferring skills from netball and basketball. Dribbling, and shooting will be developed through small sided games and conditional situations. Learn to use basic principles of play when selecting and applying tactics for defending and attacking. Outwitting and opponent will be developed through small sided games and conditional situations. <p>Basketball</p> <ul style="list-style-type: none"> Perform fundamental passing, handling and dribbling skills linking movement into games Understand basic rules of travelling, double dribble, fouling and court markings. Able to perform these in a small-sided game to maintain ball possession & begin to outwit opponents. <p>Fitness</p> <ul style="list-style-type: none"> Introduced to basic fitness activities and develop an understanding of basic skills. Focus on sustained running, jumping and other fitness skills. Understanding that different activities demand different components of fitness and be able to adapt to the set task Should be able to describe the elements of an effective technique in a circuit. <p>High achievers High achievers in specific sports will begin to access the Year 8 or 9 curriculums.</p>
Skills	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They describe how exercise affects their bodies. Apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1.</p> <p>Official – identify specific rules to the activity.</p>




<p>Assessment</p>	<p>Leader - take a section of a 3 part warm up.</p> <p>Assessment 1 (Week 1) – Practical Baseline Test. Practical Assessment 2 (Week 5 or 6) – Practical Assessment.</p> <p>End of term moderation exam in Football (Girls), Basketball, Table Tennis (Boys), Trampolining and/or Badminton (Boys). Practical performance assessed against attainment out of New GCSE bands 1-5 inline. Grade 2-Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned situation Assessment of Above Expected, Expected or Below Expected awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker marksheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level. Assessment of Home Learning on Doodle - Diet & Body types.</p>
<p>Enrichment</p>	<p>Extensive Autumn Extra curricular programme: Football (Boys & Girls all years). Basketball (KS3 & 4 Girls & Boys). Rugby (Yr 7, 8/9, 10/11). Badminton (KS3 team & KS4 team). Netball (Yr 7, 8 & 8). Tennis (all years boys & girls). Table Tennis (Boys all years). Kick Boxing (all years boys & girls).</p> <p>Interscholar Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitions (yrs 7, 8/9 & 10/11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) .</p> <p>Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years). Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
<p>Character</p>	<p>QoS – Creativity & Curiosity CV – Openness</p> <p>Exploring chosen technique in a variety of scenarios in Basketball, Handball, Hockey and Gymnastics Demonstrating and exploring creativity within gymnastic balances, sequences or routines.</p> 

Spring 2

<p>Knowledge</p>	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p>All ability bands (however depending on their ability they may follow Year 8 or 9 or KS2 curriculum):</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Apply movements, agilities and balances individually and as part of a fluent sequence. • Learn to select, combine and perform skills; actions and balances including some that are inverted. • Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus. <p>Hockey-</p> <ul style="list-style-type: none"> • Correct grip for stick and safety rules. • Develop the skills necessary to outwit opponents. Passing, receiving, shooting, tackling. • Use basic principles of play when selecting defending and attacking tactic. • Beating an opponent will be developed through small sided games. <p>Handball</p> <ul style="list-style-type: none"> • Introduce passing linking and transferring skills from netball and basketball. • Dribbling, and shooting will be developed through small sided games and conditional situations. • Learn to use basic principles of play when selecting and applying tactics for defending and attacking. • Outwitting and opponent will be developed through small sided games and conditional situations. <p>Basketball</p> <ul style="list-style-type: none"> • Perform fundamental passing, handling and dribbling skills linking movement into games • Understand basic rules of travelling, double dribble, fouling and court markings. • Able to perform these in a small-sided game to maintain ball possession & begin to outwit opponents. <p>Fitness</p> <ul style="list-style-type: none"> • Introduced to basic fitness activities and develop an understanding of basic skills. • Focus on sustained running, jumping and other fitness skills. • Understanding that different activities demand different components of fitness and be able to adapt to the set task
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Assessment	<p>Assessment 1 (Week 1) – Practical Baseline Test. Practical Assessment 2 (Week 5 or 6) – Practical Assessment.</p> <p>End of term moderation exam in Football (Girls), Basketball, Table Tennis (Boys), Trampolining and/or Badminton (Boys). Practical performance assessed against attainment out of New GCSE bands 1-5 inline. Grade 2-Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned situation Assessment of Above Expected, Expected or Below Expected awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker marksheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level. Assessment of Home Learning on Doodle - Diet & Body types.</p>
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Character	<p>QofS – Responsibility & Reflection CV – Honesty & Social Responsibility</p> <p>Setting own current grade and targets/ target grade</p> 

Summer 1

Knowledge	<p>Students will acquire, develop and refine skills, techniques and basic rules and strategies to outwit opponents in a range of activities. Some activities may vary according to gender.</p> <p>All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Athletics</p> <ul style="list-style-type: none"> Building upon the fundamental skills in running, jumping and throwing. Each discipline is then explored in more depth as an event e.g. Jumping as long and High jump. An understanding that different events demand different skill types and be able to adapt their skills to the needs of the event. Students should be able to describe the elements of an effective running, jumping & throwing style. Develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. <p>Striking and fielding</p> <ul style="list-style-type: none"> Introduction to the safety and equipment of the games identifying key methods of transferring their skills from one striking game to another. They will investigate effective batting, bowling and fielding in cricket and rounders. Focusing initially on technique and being able to hit the ball or throw to the target.
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	<ul style="list-style-type: none"> This will be further developed in modified games incorporating basic rules and introduction to competition. <p>High achievers High achievers in specific sports will begin to access the Year 8 or 9 curriculums.</p>
Skills	<p>Performer: acquire and develop basic skills in specific athletic events. Official: start a race, measure a distance, record race times. Leader: provide positive feedback to improve their partner's technique.</p>
Assessment	<p>Assessment 1 (Week 1) – Practical Baseline Test. Practical Assessment 2 (Week 5 or 6) – Practical Assessment.</p> <p>End of term moderation exam in Athletics, Cricket (Boys), Rounders (Girls). Practical performance assessed against attainment out of New GCSE bands 1-5 inline. Grade 2-Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned situation Assessment of Above Expected, Expected or Below Expected awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker marksheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Assessment through knowledge of results during Competition weeks. Assessment of Home Learning on Doodle - Skill-related Fitness & Health Related Fitness Components.</p>
Enrichment	<p>Extensive Summer Extra curricular programme: Cricket (all years). Tennis (all years boys & girls) . Table Tennis (Boys all years). Kick Boxing (all years boys & girls), Rounders (Girls all years).</p> <p>Interschool Competition and fixtures: Girls Citywide Rounders League. Boys Manchester Cricket Cup and Lancashire Cricket Cup Competition (Yrs 7-10). Boys & Girls Athletics (Y7, Yr 8/9, Yr10/11) High Achievers BMX Coaching (Year 7) Developing Schools Rugby 7's Competition. (Yrs 7, 8/9, 10/11). Tennis Development Fixtures (all years)</p> <p>Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion. Star of the lesson stickers, postcards, subject commendations, phone calls.</p>
Character	<p>QofS – Practice & Resiliency CV – Self-Help</p> <p>Challenging (extension & super extension tasks). Personal reshaping of task to make more challenging. Persistently aim to achieve target.</p> 

Summer 2

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Character	<p>QofS – Motivation CV – Self-Responsibility</p> <p>Self-assessment in KS3 booklets and 2 stars & a wish.</p> <div data-bbox="1382 1140 1493 1312" style="float: right; border: 1px solid black; padding: 5px; text-align: center;">  I WANT THE BEST. I AM THE BEST. <small>CHORLTON HIGH SCHOOL</small> </div>