

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 10	<p>Dance – Students will explore the role of dance as part of an active lifestyle and they different kinds of dance they can access.</p> <p>Netball, Basketball & Rugby – Students will work as part of a team and further develop their hand-eye co-ordination skills. They will see how team sports can become a part of an active lifestyle and provide an opportunity for socializing outside of Glebe School.</p> <p>Football – Students will develop their spatial awareness, skill performance and team work in a football context</p> <p>Gymnastics—Students will develop their physical literacy skills and explore moving their bodies in a variety of ways. They will develop their problem solving and social skills by working in larger groups to respond to music and create routines.</p>	<p>Archery—Students will develop their knowledge of safe practice in a PE lesson with dangerous equipment and learn to handle a piece of equipment with control and precision.</p> <p>Badminton & Tennis—Students will build on their knowledge of outwitting an opponent and learn how to transfer and adapt skills from other sports. They will see how they can play these sports outside of Glebe at local facilities.</p> <p>Volleyball – Students will practice their teamwork in a less familiar sport to help consolidate and build on their knowledge. They will learn new skills and techniques.</p> <p>Fitness – Students will explore different ways to develop and maintain their personal fitness through a variety of training methods.</p>	<p>Athletics—Students will take part in a variety of field and track events and learn to refine technique in order to perform at a higher level.</p> <p>Cricket—Students will practice outwitting an opponent in a different setting, developing their ability to transfer their ability to identify space to a different sport.</p>	<p>KS4 PE is designed to direct students to a healthy active lifestyle away from Glebe School. Students will have more choice over the activities that they take part in, as well as being offered a broad curriculum.</p> <p>Students will continue to build on their skills that they have learned previously and move towards a higher level of performance and analysis. They will build leadership skills through working with other members of their class in different roles.</p>
				Key Contact Name & Email
Assessment	<p>Students will be assessed on their skill development (S1), analysis (S2), problem solving & social skills (S3) and their knowledge and understanding of health and fitness (S4)</p> <p>S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S1 – Adapt a skill to suit different scenarios S2 – Explain the differences between two different performances S2 – Understand how to improve a performance S2 – Identify faults in technique S3 – Offer ideas independently during lessons S3 – Share ideas with a partner during a lesson S3 – Work collaboratively with another student S4 – Can suggest ways to keep safe S4 - Understand reasons for changes to their body during exercise</p>	<p>S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S1 – Adapt skills to suit different scenarios S2—Identify differences between two different performances S2 – Explain the differences between two different performances S2 – Understand how to improve a performance S2 – Identify faults in technique S3 – Offer ideas independently during lessons Share ideas with a partner during a lesson S3 – Work collaboratively with another student S4—Can identify possible risks and hazards S4 – Can suggest ways to keep safe S4 – Understands reasons for changes to their body during exercise S4 – Understands long term changes to their body through exercise</p>	<p>S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S1 – Adapt skills to suit different scenarios S2—Identify differences between two different performances S2 – Explain the differences between two different performances S2 – Understand how to improve a performance S2 – Identify faults in technique S3 – Offer ideas independently during lessons Share ideas with a partner during a lesson S3 – Work collaboratively with another student S4—Can identify possible risks and hazards S4 – Can suggest ways to keep safe S4 – Understands reasons for changes to their body during exercise S4 – Understands long term changes to their body through exercise S4 – Can plan exercise to develop specific components of fitness</p>	<p>Lead contact: Mr J Cleverly Head of PE jcleverly@glebe.bromley.sch.uk</p>