

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 9	<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 groups to create balances and routines.</p> <p>Netball— Students will develop their hand eye co-ordination and catch pass skills, as well as their ability to work as part of a team.</p> <p>Dance—During dance, students will further explore their ability to express themselves through physical movements and learn a dance routine.</p> <p>Fitness – Students will explore different ways to improve and maintain their fitness that they can use outside of school time.</p>	<p>Swimming—Students will develop their confidence in and around the water and continue to learn floats and swimming strokes. They will also learn how to be safe at the pool and around water. Students will develop their social skills in the pool with other students and be encouraged to utilise local swimming facilities outside of school.</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>Volleyball—Students will build on their knowledge of outwitting an opponent and learn how to transfer and adapt skills from other sports. They'll learn new ball striking techniques and how to choose between them</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>Tennis—Students will further develop hand eye co-ordination and their ability to outwit an opponent in a non-invasion game.</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>Orienteering – Students will work as part of a team to develop their map reading and positional skills.</p> <p>Rounders – Students will practice striking and fielding skills and will learn to transfer skills from cricket into a different format.</p>	<p>Students will further develop their skills across the broad PE curriculum, refining skills and practicing them in competitive and performative environments. They will deepen their understanding of skill and performance analysis through giving and receiving feedback with other students. Students will be confident in trying new skills and activities and recognise that this may result in mistakes, which are a part of their learning journey.</p>
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—Accurately repeat a skill you have performed S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S2—Comment on someone else’s performance or your own S2—Identify differences between two different performances S2 – Explain the differences between two different performances S3—Work with a partner during a lesson S3 – Offer ideas independently during lessons S4—Can identify possible risks and hazards S4 – Can suggest ways to keep safe</p>	<p>S1—Accurately repeat a skill you have performed S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S2—Comment on someone else’s performance or your own S2—Identify differences between two different performances S2 – Explain the differences between two different performances S3—Work with a partner during a lesson S3 – Offer ideas independently during lessons S4—Can identify possible risks and hazards S4 – Can suggest ways to keep safe</p>	<p>S1—Accurately repeat a skill you have performed S1—Perform a skill with control S1 – Perform a skill with precision S1 – Perform a skill with control in a competitive/performative environment S2—Comment on someone else’s performance or your own S2—Identify differences between two different performances S2 – Explain the differences between two different performances S3—Work with a partner during a lesson S3 – Offer ideas independently during lessons S4—Can identify possible risks and hazards S4 – Can suggest ways to keep safe S4 – Understand reasons for changes to their body during exercise</p>	<p>Key Contact Name & Email</p> <p>Lead contact: Mr J Cleverly Head of PE jcleverly@glebe.bromley.sch.uk</p>

