

Forensic Learning Points in Physical Education at Kineton High School

| | Key Stage 3 | | |
|-------------|---|--|--|
| Time | Year 7 | Year 8 | Year 9 |
| Autumn 1 | <p style="text-align: center;">Activities: Football, Badminton, Netball, Fitness</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate the basic skills to be able to play conditioned games. 2. Demonstrate basic elements of working as part of a team or with a partner. 3. Understand basic tactics enabling the game to be played. <p>Vocab:</p> <p>Space, Technique, Anticipation, Movement, Speed, Endurance, Tactics.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p style="text-align: center;">Activities: Football, Badminton, Netball, Fitness</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games. 2. Demonstrate developing elements of working as part of a team or with a partner. 3. Understand developed and various tactics enabling the game to be played in more detail. <p>Vocab:</p> <p>Cardiovascular, Movement, Opponents, Anticipation, Readiness, Execution.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p style="text-align: center;">Activities: Football, Badminton, Netball, Fitness</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games. 2. Demonstrate developing elements of working as part of a team or with a partner. 3. Understand various developed tactics enabling the game to be played in more detail. <p>Vocab:</p> <p>Agility, Performance, Movement, Spatial awareness, skill combinations, Execution.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

NB: Activities are not always completed in this order and are set on a group-by-group basis throughout the academic year.

| Time | Year 7 | Year 8 | Year 9 |
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| Autumn 2 | <p>Activities: Hockey, Rugby, Handball, Gymnastics</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Know and demonstrate the basic skills to be able to play conditioned games/Perform basic routines. 2. Demonstrate basic elements of working as part of a team or with a partner. 3. Understand basic tactics and rules of competition enabling the game to be played. <p>Vocab:</p> <p>Space, Technique, Anticipation, Movement, Speed, Endurance, Tactics.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Hockey, Rugby, Handball, Gymnastics</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games and more developed routines. 2. Demonstrate developing elements of working as part of a team or with a partner. Can give some ideas to aid development. 3. Understand developed and various tactics and rules enabling the game to be played in more detail and the performance to be more accurate. <p>Vocab:</p> <p>Cardiovascular, Movement, Opponents, Anticipation, Readiness, Execution.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Hockey, Rugby, Handball, Gymnastics</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games developed routines including balances. 2. Demonstrate developing elements of working as part of a team or with a partner, can also lead aspects of performance. 3. Understand various developed tactics enabling the game to be played in more detail and performances accurate and aesthetically pleasing. <p>Vocab:</p> <p>Agility, Performance, Movement, Spatial awareness, skill combinations, Execution.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

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| Time | Year 7 | Year 8 | Year 9 |
|----------|--|--|---|
| Spring 1 | <p>Activities: Indoor Athletics, Dance, Basketball</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Know and demonstrate the basic skills and movements to be able to play conditioned games/Perform basic routines. 2. Demonstrate basic elements of working as part of a team or with a partner or group. 3. Understand basic tactics and rules of competition enabling the game to be played. <p>Vocab:</p> <p>Fluency, Motif, Movement, Lay up, Strength, Speed, Stamina.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Indoor Athletics, Dance, Basketball</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games and more developed routines. Will show grit and determination when tired. 2. Demonstrate developing elements of working as part of a team or with a partner or group. Can give some ideas to aid development. 3. Understand developed and various tactics and rules enabling the game to be played in more detail and the performance to be more accurate. <p>Vocab:</p> <p>Fluency, Aesthetics, Motif, Movement, Lay up, Strength, Speed, Stamina, Agility.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Indoor Athletics, Dance, Basketball</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games developed routines including balances. Can also push their bodies to maximal output. 2. Demonstrate developing elements of working as part of a team or with a partner or group and can also lead aspects of performance. 3. Understand various developed tactics enabling the game to be played in more detail and performances accurate and aesthetically pleasing. <p>Vocab:</p> <p>Agility, Performance, Movement, Timing, Spatial awareness, skill combinations, Execution, Aesthetics.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

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| Time | Year 7 | Year 8 | Year 9 |
|----------|---|---|--|
| Spring 2 | <p>Activities: Hockey, Orienteering, Badminton</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Know and demonstrate the basic skills and movements to be able to play conditioned games/Perform basic routines. Perform basic map skills. 2. Demonstrate basic elements of working as part of a team or with a partner or group. 3. Understand basic tactics and rules of competition enabling the game to be played. <p>Vocab:</p> <p>Hit, Stop, Orientation, Smash, Overhead Clear.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Hockey, Orienteering, Badminton</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games and more developed routines. Will show grit and determination when tired. Can demonstrate more accurate map skills. 2. Demonstrate developing elements of working as part of a team or with a partner or group. Can give some ideas to aid development. 3. Understand developed and various tactics and rules enabling the game to be played in more detail and the performance to be more accurate. <p>Vocab:</p> <p>Lob, Flick, Orientation, Points, Speed, Serve, Lunge.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p>Activities: Hockey, Orienteering, Badminton, Volleyball</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games developed routines including balances. Can also push their bodies to maximal output. Will demonstrate accuracy and speed at reading maps and using teammates. 2. Demonstrate developing elements of working as part of a team or with a partner or group and can also lead aspects of performance. 3. Understand various developed tactics enabling the game to be played in more detail and performances accurate and aesthetically pleasing. <p>Vocab:</p> <p>Tactics, Movement, Speed, Accuracy, Volley, Spike, Dig, Dropshot, Underarm.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

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|----------|---|--|--|
| Summer 1 | <p data-bbox="465 263 792 288">Activities: Athletics, Rounders</p> <p data-bbox="383 328 618 354">Curriculum end point:</p> <ol data-bbox="383 363 864 651" style="list-style-type: none"> 1. Know and demonstrate the basic skills and movements to be able to play conditioned games. Can work to submaximal levels. 2. Demonstrate basic elements of working as part of a team or group. 3. Understand basic tactics and rules of competition enabling the game to be played. <p data-bbox="383 691 461 716">Vocab:</p> <p data-bbox="383 724 808 780">Speed, Power, Height, Accuracy, Power, Direction, Overarm throw.</p> <p data-bbox="383 820 528 845">Assessments:</p> <ul data-bbox="383 853 846 949" style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p data-bbox="1003 263 1330 288">Activities: Athletics, Rounders</p> <p data-bbox="904 328 1151 354">Curriculum end points:</p> <ol data-bbox="904 363 1420 780" style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games. Will show grit and determination when tired. Will work to maximum levels. 2. Demonstrate developing elements of working as part of a team or group. Can give some ideas to aid development. 3. Understand developed and various tactics and rules enabling the game to be played in more detail and the performance to be more accurate. <p data-bbox="904 820 983 845">Vocab:</p> <p data-bbox="904 885 1290 941">Performance, Speed, Power, Height, Acceleration, Technique, Tactics</p> <p data-bbox="904 981 1050 1007">Assessments:</p> <ul data-bbox="904 1015 1368 1110" style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p data-bbox="1547 263 1874 288">Activities: Athletics, Rounders</p> <p data-bbox="1449 328 1695 354">Curriculum end points:</p> <ol data-bbox="1449 363 1964 651" style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games. Can also push their bodies to maximal output. Will be able to push performance marks to achieve their best. 2. Demonstrate developing elements of working as part of a team or group and can also lead aspects of performance. 3. Understand various developed tactics enabling the game to be played in more detail and performances accurate. <p data-bbox="1449 820 1527 845">Vocab:</p> <p data-bbox="1449 885 1890 941">Maximal, Heart Rate, Speed, Power, Acceleration, Endurance, Movement, Hit.</p> <p data-bbox="1449 981 1594 1007">Assessments:</p> <ul data-bbox="1449 1015 1912 1110" style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

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| Time | Year 7 | Year 8 | Year 9 |
|----------|---|--|--|
| Summer 2 | <p align="center">Activities: Tennis, Cricket</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Know and demonstrate the basic skills and movements to be able to play conditioned games. 2. Demonstrate basic elements of working as part of a team or group. 3. Understand basic tactics and rules of competition enabling the game to be played. <p>Vocab:</p> <p>Forehand, Backhand, Serve, Follow through, Accuracy, Bounce, Footwork.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p align="center">Activities: Tennis, Cricket</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate developed skills to be able to play full context games. Will show grit and determination when tired. 2. Demonstrate developing elements of working as part of a team or group. Can give some ideas to aid development. 3. Understand developed and various tactics and rules enabling the game to be played in more detail and the performance to be more accurate. <p>Vocab:</p> <p>Smash, Serve, Topspin, Backspin, Drive, Bowl, Pace, Line, Length.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. | <p align="center">Activities: Tennis, Cricket</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Know and demonstrate a greater range of developed skills to be able to perform in full context games. Can also push their bodies to maximal output. 2. Demonstrate developing elements of working as part of a team or group and can also lead aspects of performance. 3. Understand various developed tactics enabling the game to be played in more detail and performances accurate. <p>Vocab:</p> <p>Volley, Punch, Footwork, Dropshot, Groundstrokes, Lob, Power, Offside, Legside, Wicket, Spin, Body Position.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • In lesson observations of performance. • Lesson Q&A • End of Activity assessment. |

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