



KS3 PE - Long term plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3SQ	Topic	PE Create Personal	PE Create Social	PE Create Cognitive	PE Create Creative	PE Create Physical	PE Create Health and fitness
	<b>Key Focus</b>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b>Level 2</b> - I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p><b>Level 3</b> - I have begun to challenge myself. I know where I am with my learning.</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Coordination</b> - Footwork <b>Static Balance</b> - One leg</p>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I can work sensibly with others, taking turns and sharing</p> <p><b>Level 2</b> - I can help, praise and encourage others in their learning.</p> <p><b>Level 3</b> - I am happy to show and tell others about my ideas. I show patience and support others by listening carefully to them about our work.</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Dynamic balance to agility</b> - Jumping and landing <b>Static balance</b> - Seated</p>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I can name some things I am good at. I can understand and follow simple rules.</p> <p><b>Level 2</b> - I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p> <p><b>Level 3</b> - I can explain what I am doing well and I have begun to identify areas for improvement</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Dynamic balance</b> - On a line <b>Static balance</b> - Stance</p>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I can explore and describe different movements.</p> <p><b>Level 2</b> - I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><b>Level 3</b> - I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Coordination</b> - Ball Skills <b>Counter balance</b> - With a partner</p>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I can explore and describe different movements.</p> <p><b>Level 2</b> - I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><b>Level 3</b> - I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Coordination</b> - Sending and receiving <b>Agility</b> - Reaction and response</p>	<p><i>Students will be working toward the following objective statements:</i></p> <p><b>Level 1</b> - I am aware of why exercise is important for good health.</p> <p><b>Level 2</b> - I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p> <p><b>Level 3</b> - I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><i>Lessons will focus on improving the following Fundamental movement skills (FMS)</i></p> <p><b>Agility</b> - Ball chasing <b>Static balance</b> - Floor work</p>
<b>3CA/AC AS/NP</b>	<b>Topic</b>	<b>Team building/OAA</b>	<b>Invasion games</b>	<b>Gymnastics</b>	<b>Invasion games</b>	<b>Racket sports</b>	<b>Athletics</b>



<p><b>Key focus</b></p>	<p>Lessons will focus on pupils working cooperatively, can they work as a team on a series of challenges set by the teacher. The lessons will start with small challenges in pairs, eventually building up to more demanding work in bigger groups.</p> <p>Students will be encouraged to accept failure and work together to think about how they can improve moving forward.</p> <p>The culmination of the lessons will include map reading skills</p>	<p>Pupils will be introduced to the concept of invasion games. Lessons will include focus upon throwing and catching, attack and defense, being aware of a playing area and the pupils' role in their team. Pupils will be introduced to a range of equipment that is used in invasion games including basketballs, rugby balls and footballs.</p> <p>While pupils will not focus upon a specific sport for the term, they will play conditioned games with a range of balls used for different sports.</p> <p>Questions from staff will begin to ask the pupils to explain what the purpose of a game is, or their specific role in the team</p>	<p>Pupils will explore a range of movements during their gymnastics lessons. Students will follow movements created by staff in the form of mirroring. They will be challenged to hold a range of balances, and progress to moving from balances in the form of sequencing, working in pairs and small groups as they do this.</p> <p>Lessons will culminate in pupils creating movements and balances on equipment (eg, benches, horses)</p>	<p>Students will revisit invasion games studied in Autumn 2. This term will focus more on game play, small-sided games with the emphasis on pupils learning about the principle of attack and defense, as well as the ability to keep score. Pupils will be challenged to think about how they personally performed, as well as how their team got on.</p> <p>Pupils will work with a range of sports equipment again, with the aim of slowly building in the rules of the corresponding game.</p>	<p>Pupils will spend lessons learning how to hold a racket (tennis, badminton or table tennis) and the skills required to strike the ball.</p> <p>Lessons will primarily focus upon pupils working individually to become more proficient at holding and striking, with different balls being used to help or challenge pupils accordingly.</p> <p>Lessons will culminate in pupils attempting to hit the object to another classmate, with more able students beginning the process of playing matches with one another.</p>	<p>Students will be given an introduction to athletics. Lessons will cover the following disciplines</p> <ul style="list-style-type: none"> <li>● Running</li> <li>● Jumping</li> <li>● Throwing</li> </ul> <p>Running lessons will be delivered with a variety of fun games over varying distances. Pupils will aim to understand the idea of changing pace dependent upon the distance being run.</p> <p>Jumping lessons will encourage pupils to practice jumping from 2-2, 2-1 and 1-1 feet</p> <p>Throwing lessons will allow pupils to use adapted javelins, shots and discuss to explore how to throw them effectively</p>
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