

Secondary Curriculum Information Pro-Forma

Subject: Physical Education

Subject Leader: Luke Hindes

YEAR 7	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p><b>Term 1 (September – October)</b></p>	<p><b>Identifying and solving problems/Outwitting opponents in invasion games</b></p> <ul style="list-style-type: none"> <li>- Teambuilding activities</li> <li>- Ultimate Frisbee</li> <li>- Baseline assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Students know the 3 elements of a warm up and can identify these when undertaking them. They also understand why to warm up mentally</li> <li>• Students learn and can demonstrate how to solve problems as part of a team, becoming more confident in taking the lead</li> <li>• Students are able to use alternative methods of communication to support others in achieving success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> <li>• Students learn and can demonstrate techniques specific to Ultimate Frisbee.</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Refine and adapt skills into techniques</li> <li>• Develop the range of skills they use</li> <li>• Develop the precision, control and fluency of their skills.</li> </ul>
<p><b>Term 2 (November – December)</b></p>	<p><b>Outwitting Opponents Invasion games</b></p> <ul style="list-style-type: none"> <li>- Netball</li> <li>- Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to explain why warming up is important</li> <li>• Students increase confidence and competence in sending &amp; receiving the ball when stationary and in</li> </ul>	<p><b>Making and Applying Decisions</b></p> <ul style="list-style-type: none"> <li>• Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts</li> <li>• Refine and adapt ideas and plans in</li> </ul>

		<p>motion</p> <ul style="list-style-type: none"> <li>• Students are able to use a well-executed pass as a mechanism for keeping possession within own team</li> <li>• Students understand why to mark players and know how to do so effectively</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p>response to changing circumstances</p> <ul style="list-style-type: none"> <li>• Plan and implement what needs practising to be more effective in performance</li> <li>• Recognise hazards and make decisions about how to control any risks to themselves and others.</li> </ul>
<p><b>Term 3 (January – February)</b></p>	<p><b>Accurate replication of actions, phrases and sequences</b></p> <ul style="list-style-type: none"> <li>- Gymnastics</li> <li>- HRF</li> </ul>	<ul style="list-style-type: none"> <li>• Students can sometimes perform discrete and linked actions accurately</li> <li>• Students begin learning perform a wider range of skills, actions and agilities including rolls, weight on hands, partner supports and balances</li> <li>• Students can begin to show control, tension and extension and use transference of weight effectively</li> <li>• Students understand how design and perform aesthetically pleasing and imaginative sequences</li> <li>• Students begin to perform with confidence and fluency</li> <li>• Students can devise and implement an effective and safe warm-up with a partner</li> <li>• Students understand how analyse performance against specific criteria and give accurate feedback on what they see</li> <li>• Students can suggest the options that will lead to improvement</li> </ul>	<p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Analyse performances, identifying strengths and weaknesses</li> <li>• Make decisions about what to do to improve their performance and the performance of others</li> <li>• Act on these decisions in future performances</li> <li>• Be clear about what they want to achieve in their own work and what they have actually achieved.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students know the components of HRF and know components of and reasons for a warm up</li> <li>• Students are able to devise a w/up related to specific components of fitness</li> <li>• Students know names &amp; locations of some muscles</li> <li>• Students know location of carotid &amp; radial pulse and can take and record pulse rate</li> <li>• Students understand the effects of exercise on HR in different types of activity</li> <li>• Students are able to assess any progress they have made in their own fitness levels</li> </ul> <p>Students are able to create appropriate targets for improving their fitness</p>	
<p><b>Term 4 (March – April)</b></p>	<p><b>Outwitting Opponents</b>  <b>Net/wall Games</b></p> <p><b>Badminton</b>  <b>Football</b></p>	<ul style="list-style-type: none"> <li>• Students know and attempt variety of different shots.</li> <li>• Students understand how to position themselves on the court.</li> <li>• Students can serve into a chosen area.</li> <li>• Students are able to explain why warming up is important</li> <li>• Students are able to use a well-executed pass as a mechanism for setting up scoring opportunities (vo</li> <li>• Students understand why different shots are used at different times and know how to do these effectively</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to plan and lead games and thus increase their physical and mental capacity</li> <li>• Students are able to evaluate their own and others performance, using</li> </ul>	<p><b>Developing Physical and Mental Capacity</b></p> <ul style="list-style-type: none"> <li>• Develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities.</li> <li>• Develop their mental determination to succeed.</li> </ul>

<p><b>Term 5 (April – May)</b></p>	<p><b>Performing at maximum levels Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Tennis</li> </ul>	<p><b>appropriate</b></p> <ul style="list-style-type: none"> <li>• Perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique.</li> <li>• To develop a range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event. .</li> <li>• Perform effectively in different events by adapting their skills to meet the challenges and tasks set.</li> <li>• Identify what they need to do to improve their own fitness.</li> <li>• Identify strengths and weaknesses in their own and others' performance.</li> <li>• Students know and attempt variety of different shots.</li> <li>• Students understand how to position themselves on the court.</li> <li>• Students can serve into a chosen area.</li> </ul>	<p><b>Making Informed Choices About Healthy Active Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Identify the types of activity they are best suited to</li> <li>• Identify the types of role they would like to take on</li> <li>• Make choices about their involvement in healthy physical activity.</li> </ul>
<p><b>Term 6 (June – July)</b></p>	<p><b>Outwitting opponents Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- Rounders</li> <li>- Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to select correct type of throw to base to attempt to get a player out</li> <li>• Students are able to make a successful catch in the field to halt a batters progress</li> <li>• Students can select and apply correct technique for bowling a ball, intending to avoid a no-ball</li> <li>• Students know basic rules and can implement knowledge of these in practice and game situations, being able to explain impact of these rules on eventual outcome of a game</li> <li>• Students can make genuine (un/successful) attempts at scoring both in and out of a game situation</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Refine and adapt skills into techniques</li> <li>• Develop the range of skills they use</li> <li>• Develop the precision, control and fluency of their skills.</li> </ul>

YEAR 8	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p><b>Term 1 (September – October)</b></p>	<p><b>Outwitting Opponents</b></p> <ul style="list-style-type: none"> <li>- Football</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Students are allowed creative licence to display skills that can outwit opponents and are encouraged to share and teach this to peers.</li> <li>• Students show confidence and competence in sending &amp; receiving the ball when in motion and under pressure</li> <li>• Students are able to use various types of passes as a mechanism for keeping possession within own team</li> <li>• Students understand and apply marking techniques and know how to do so effectively in a pressured situation</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Refine and adapt skills into techniques</li> <li>• Develop the range of skills they use</li> <li>• Develop the precision, control and fluency of their skills.</li> </ul>
<p><b>Term 2 (November – December)</b></p>	<p><b>Outwitting Opponents – Invasion Games</b></p> <ul style="list-style-type: none"> <li>- Basketball</li> <li>- Tag Rugby</li> </ul>	<ul style="list-style-type: none"> <li>• Students can lead a small group warm up</li> <li>• Students are allowed creative licence to display skills that can outwit opponents and are encouraged to share and teach this to peers.</li> <li>• Students show confidence and competence in sending &amp; receiving the ball when in motion and under pressure</li> </ul>	<p><b>Making and Applying Decisions</b></p> <ul style="list-style-type: none"> <li>• Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts</li> <li>• Refine and adapt ideas and plans in response to changing circumstances</li> <li>• Plan and implement what needs practising to be more effective in performance</li> </ul> <p>- Recognise hazards and make decisions</p>

		<ul style="list-style-type: none"> <li>• Students are able to use various types of passes as a mechanism for keeping possession within own team</li> <li>• Students understand and apply marking techniques and know how to do so effectively in a pressured situation</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p>about how to control any risks to themselves and others.</p>
<p><b>Term 3 (January – February)</b></p>	<p><b>Accurate replication of actions, phrases and sequences/ Performing at Maximum Levels</b></p> <ul style="list-style-type: none"> <li>- Gymnastics</li> <li>- HRF</li> </ul>	<ul style="list-style-type: none"> <li>• Students can perform discrete and linked actions accurately</li> <li>• Sstudents can perform a wider range of skills, actions and agilities including rolls, weight on hands, partner supports and balances</li> <li>• Students can consistently show control, tension and extension and use transference of weight effectively</li> <li>• Students can design and perform aesthetically pleasing and imaginative sequences</li> <li>• Students can perform with confidence and fluency</li> <li>• Students can devise and implement an effective and safe warm-up with a group</li> <li>• Students can analyse performance against specific criteria and give accurate feedback on what they see</li> <li>• Students can suggest the options that will lead to improvement</li> <li>• <b>Students know the components of</b></li> </ul>	<p><b>Making Informed Choices About Healthy Active Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Identify the types of activity they are best suited to</li> <li>• Identify the types of role they would like to take on</li> <li>• Make choices about their involvement in healthy physical activity.</li> </ul>

		<p>HRF and know components of and reasons for a warm up</p> <ul style="list-style-type: none"> <li>• Students are able to devise a w/up related to specific components of fitness</li> <li>• Students know names &amp; locations of some muscles</li> <li>• Students know location of carotid &amp; radial pulse and can take and record pulse rate</li> <li>• Students understand the effects of exercise on HR in different types of activity</li> <li>• Students are able to assess any progress they have made in their own fitness levels</li> <li>• Students are able to create appropriate targets for improving their fitness</li> </ul>	
<b>Term 4 (March – April)</b>	<p><b>Outwitting opponents – Net/Wall and invasion games</b></p> <ul style="list-style-type: none"> <li>- Badminton</li> <li>- Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Students can play a variety of different shots in a game.</li> <li>• Students understand how to position themselves on the table.</li> <li>• Students can serve into a chosen area and attempt to use spin.</li> <li>• Students can apply the rules of the game.</li> </ul>	<p><b>Developing Physical and Mental Capacity</b></p> <ul style="list-style-type: none"> <li>• Develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities.</li> <li>• Develop their mental determination to succeed</li> </ul>
<b>Term 5 (April – May)</b>	<p><b>Outwitting opponents Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique.</li> <li>• Show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event.</li> <li>• Pace their effort well to meet the needs of a range of activities and events.</li> <li>• Perform effectively in different events by adapting their skills to meet the challenges and tasks set.</li> <li>• Identify what they need to do to</li> </ul>	<p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Analyse performances, identifying strengths and weaknesses</li> <li>• Make decisions about what to do to improve their performance and the performance of others</li> <li>• Act on these decisions in future performances</li> <li>• Be clear about what they want to achieve in their own work and what they have actually achieved.</li> </ul>

		<p>improve their own fitness and explain some of the principles for warming up and preparing safely and effectively. Identify strengths and weaknesses in their own and others' performance and select an appropriate focus for improvement</p> <ul style="list-style-type: none"> <li>• Students can perform a warmup that relates to Net/Wall games</li> <li>• Students learn the movement patterns in relation to the game and why the ready position is key.</li> <li>• Students are able to perform different types of shots in response to varying situations</li> <li>• Students understand why different shots are used at different times and know how to do these effectively</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to evaluate their own and others performance, using appropriate</li> </ul>	
<p><b>Term 6 (June – July)</b></p>	<p><b>Outwitting opponents</b> <b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- Cricket</li> <li>- Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to select correct type of throw to base to attempt to get a player out</li> <li>• Students are able to make a successful catch in the field to halt a batters progress</li> <li>• Students can select and apply correct technique for bowling a ball, intending to avoid a no-ball</li> <li>• Students know basic rules and can implement knowledge of these in practice and game situations, being able to explain impact of these rules on eventual outcome of a game</li> <li>• Students can make genuine (un/successful) attempts at scoring</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Refine and adapt skills into techniques</li> <li>• Develop the range of skills they use</li> <li>• Develop the precision, control and fluency of their skills.</li> </ul>



		both in and out of a game situation	
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YEAR 9	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p><b>Term 1 (September – October)</b></p>	<p><b>Outwitting opponents in invasion games</b></p> <ul style="list-style-type: none"> <li>- Futsal</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Students can lead sport specific group warm ups that relate to the game and link to the learning outcome.</li> <li>• Students are allowed creative licence to display skills that can they can apply these skills effectively in the game, students are encouraged to share and teach these to peers.</li> <li>• Students show confidence and competence in sending &amp; receiving the ball when in motion in a game situation</li> <li>• Students are able to use various types of passes as a mechanism for keeping possession within own team and can apply team tactics to achieve this.</li> <li>• Students understand and apply marking techniques and know how to do so effectively in a game situation.</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Refine and adapt skills into techniques</li> <li>• Develop the range of skills they use</li> <li>• Develop the precision, control and fluency of their skills.</li> </ul>
<p><b>Term 2 (November – December)</b></p>	<p><b>Outwitting opponents in invasion games</b></p>	<ul style="list-style-type: none"> <li>• Students can lead sport specific group warm ups that relate to the</li> </ul>	<p><b>Making and Applying Decisions</b></p> <ul style="list-style-type: none"> <li>• Select and use tactics, strategies and</li> </ul>

	<ul style="list-style-type: none"> <li>- Basketball</li> <li>- Tag Rugby</li> </ul>	<p>sport and link the warm-up to the learning outcome.</p> <ul style="list-style-type: none"> <li>• Students are allowed creative licence to display skills that can they can apply these skills effectively in the game, students are encouraged to share and teach these to peers.</li> <li>• Students show confidence and competence in sending &amp; receiving the ball when in motion in a game situation</li> <li>• Students are able to use various types of passes as a mechanism for keeping possession within own team and can apply team tactics to achieve this.</li> <li>• Students understand and apply marking techniques and know how to do so effectively in a game situation.</li> <li>• Students can select and apply different techniques in response to different situations</li> <li>• Students are able to work together to achieve combine knowledge and skills and thus increase chances of success</li> <li>• Students are able to evaluate their own and others performance, using appropriate language and supportive techniques</li> </ul>	<p>compositional ideas effectively in different creative, competitive and challenge-type contexts</p> <ul style="list-style-type: none"> <li>• Refine and adapt ideas and plans in response to changing circumstances</li> <li>• Plan and implement what needs practising to be more effective in performance</li> </ul> <ul style="list-style-type: none"> <li>- Recognise hazards and make decisions about how to control any risks to themselves and others.</li> </ul>
<p><b>Term 3 (January – February)</b></p>	<ul style="list-style-type: none"> <li>- Performing at maximum levels Personal Fitness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply the components of in personal training programme</li> <li>• Students are able to devise a w/up related to specific components of fitness</li> <li>• Students know names &amp; locations of</li> </ul>	<p><b>Making Informed Choices About Healthy Active Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Identify the types of activity they are best suited to</li> <li>• Identify the types of role they would like to take on</li> </ul>

		<p>the muscles they are using.</p> <ul style="list-style-type: none"> <li>• Students know location of carotid &amp; radial pulse and can take and record pulse rate using this to work out training intensities.</li> <li>• Students understand the effects of exercise on HR in different types of activity</li> <li>• Students are able to assess any progress they have made in their own fitness levels</li> <li>• Students are able to create appropriate targets for improving their fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices about their involvement in healthy physical activity.</li> </ul>
<b>Term 4 (March – April)</b>	<p><b>Outwitting opponents</b>  <b>Net- wall Games</b>  <b>Performing at maximum levels</b></p> <ul style="list-style-type: none"> <li>- Badminton</li> <li>- Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Students can play a variety of different shots in a game with accuracy.</li> <li>• Students understand how to position themselves on the table in both singles and doubles.</li> <li>• Students can serve into a chosen area and using spin with accuracy.</li> <li>• Students can apply the rules of the game while umpiring.</li> <li>•</li> </ul>	<p><b>Developing Physical and Mental Capacity</b></p> <ul style="list-style-type: none"> <li>• Develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities.</li> <li>• Develop their mental determination to succeed</li> </ul>
<b>Term 5 (April – May)</b>	<p><b>Performing at Maximum levels</b>  <b>Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• To show development in running, jumping and throwing skills with increases in control, accuracy, power and sound technique.</li> <li>• To show improvement in a range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event.</li> <li>• To understand tactically how to Pace their effort well to meet the needs of a range of activities and events.</li> <li>• Perform effectively in different events by adapting their skills to meet the challenges and tasks set.</li> <li>• Identify what they need to do to improve their own fitness and</li> </ul>	<p><b>. Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Analyse performances, identifying strengths and weaknesses</li> <li>• Make decisions about what to do to improve their performance and the performance of others</li> <li>• Act on these decisions in future performances</li> <li>• Be clear about what they want to achieve in their own work and what they have actually achieved.</li> </ul>

		<p>explain some of the principles for warming up and preparing safely and effectively.</p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses in their own and others' performance and select an appropriate focus for improvement</li> <li>Students can perform a group warm up that is sport specific.</li> <li>Students can apply correct movement to be in a position to outwit opponent.</li> <li>Students are able to perform different types of shots in response to varying situations to outwit opponent</li> <li>Students apply different shots are used at different times and know how to do these effectively in a game situation</li> <li>Students can select and apply different techniques in response to different situations</li> <li>Students identify strengths and weaknesses of opponent and develop a strategy to outwit them. Students are able to evaluate their own and others performance, using appropriate</li> </ul>	
<p><b>Term 6 (June – July)</b></p>	<p><b>Outwitting opponents</b>  <b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- Cricket</li> <li>- Rounder's</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to select correct type of throw to base or stump to attempt to get a player out.</li> <li>Students select and apply correct batting technique in response to the type of ball bowled.</li> <li>Students are able to make a successful catch in challenging situations in the field to halt a batters progress</li> <li>Students can select and apply correct bowling technique to outwit opponent</li> <li>Students know rules of the game and can implement knowledge of</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>Refine and adapt skills into techniques</li> <li>Develop the range of skills they use</li> <li>Develop the precision, control and fluency of their skills.</li> </ul>

		<p>these in game situations, being able to explain impact of these rules on eventual outcome of a game</p> <ul style="list-style-type: none"> <li>• Students can make genuine (un/successful) attempts at scoring both in and out of a game situation</li> </ul>	
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YEAR 10	Theme Title	Key Areas of Knowledge Acquisition	Key Skills and Processes Learned
<p>Examination Board and Specification Title &amp; Number: GCSE Physical Education AQA 4890</p> <p>Recommended reading/preparation: AQA Physical Education – Kirk Bizley</p>			
<b>Term 1 (September – October)</b>	<p>3.1.1 The range of physical activities and the different roles that the active participant can choose from</p> <p>Practical – Badminton</p>	<ul style="list-style-type: none"> <li>• Range of activities</li> <li>• Individual Differences</li> <li>• The demands of performance</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop knowledge and understanding of the different roles that the active participant can adopt and what constitutes effective performance in these different roles.</li> </ul>
<b>Term 2 (November – December)</b>	<p>3.1.1 The range of physical activities and the different roles that the active participant can choose from</p> <p>Practical - Invasion Games</p>	<ul style="list-style-type: none"> <li>• The difference between aerobic and anaerobic exercise</li> <li>• Characteristics and benefits of leisure and recreation</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between aerobic and anaerobic exercise.</li> <li>• How leisure and recreation contribute to a balanced, healthy lifestyle and as a non-competitive,</li> </ul>

			alternative, option leading to lifetime/lifelong sport.
<b>Term 3 (January – February)</b>	3.1.2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle Practical - Fitness	<ul style="list-style-type: none"> <li>• Health, fitness and a healthy active lifestyle</li> <li>• Diet</li> <li>• Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between health and fitness and how they are related. The adoption of a healthy active lifestyle and how this can</li> </ul>
<b>Term 4 (March – April)</b>	3.1.2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle Practical – Fitness	<ul style="list-style-type: none"> <li>• Training</li> </ul>	<ul style="list-style-type: none"> <li>• Specific exercise or training programmes including advantages and disadvantages, training and practice to improve fitness/skills/techniques.</li> </ul>
<b>Term 5 (April – May)</b>	3.1.3 Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs Practical -Net Games(Tennis and Volleyball)	<ul style="list-style-type: none"> <li>• School influences</li> <li>• Influences</li> </ul>	<ul style="list-style-type: none"> <li>• The main roles of the sporting and school organisations that provide increased opportunities for participation in physical activity</li> </ul>
<b>Term 6 (June – July)</b>	3.1.3 Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs  Practical – Striking and Fielding (Cricket and Rounders)	Emotional health and wellbeing Cultural and Social factors	<ul style="list-style-type: none"> <li>• Leisure Time</li> <li>• Fairness and personal and social responsibility</li> <li>• Social groupings</li> </ul>