Physical Education Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership cross-phase Physical Education curriculum is to foster a life-long love for a variety of physical activities and sporting opportunities. Through this engaging curriculum they will develop a range of transferrable skills, language, knowledge and understanding which can be used in multiple settings. A student will be provided with many opportunities to develop wider personal, social and moral skills which could include resilience, communication, teamwork, independence, leadership, analysis and evaluation. Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being. Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities and local clubs and sports. Our relevant, engaging and challenging curriculum means that students who have studied PE at a Futura school will continue to enjoy learning about Physical Education, physical activity and a variety of sports throughout their lives.

The curriculum overview has been created to develop a range of activities for students, whilst also providing specific support/opportunities for activities that are likely to be used in GCSE/A level assessment, along with links to extra-curricular opportunities.

Through creating a structured programme, specific SOL can be created for each activity which enables clear progression through years 1-11.

This allows all Futura schools to meet Ofsted requirements and those of the National Curriculum.

Leaders, teachers and students need to be able to articulate the learning journey and this structure allows this to happen.

Where activities have been suggested, an alternative can be taught in schools where this better suits the local context. An example of this could be, when gymnastics has been suggested, trampolining could be used instead if the school has the provision for this.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary concepts**:

P2 – EYFS
P4 – KS1
P6 – KS2
P19 – KS3
P26 – KS4
P30 - KS5
P35 - KS3 Schemes of Assessment
P 38 - Curriculum Mapping

Early Years Foundation Stage
In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring-children investigate and experience things, and 'have a go'; active learning-children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically-children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD)underpin and are an integral part of children's learning in all areas
Birth 2 Five Range 6 statements- Moving and Handling • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Being Imaginative and Expressive

- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes

ELG – Physical Development

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EYFS Key Skills

Games	Gymnastics	Dance
Travel in a range of ways Moves energetically Can change directions easily Negotiates space and obstacles safely Controls balls, beanbags, hoops and other equipment	Jump off of objects and lands appropriately Travel under, over and through different equipment Balance using arms and legs to stabilise Change body shape confidently.	Move in time with music Respond to music by choosing movements Adapt movements when appropriate

The first-hand experiences and knowledge the children should be offered are:

- Regular PE sessions including games, dance and gymnastics opportunities.
- Daily opportunities to develop gross motor skills in the indoor and outdoor provision
- A range of equipment to navigate, explore and use including large, multi-levelled equipment and smaller resources.
- Opportunities to develop coordination
- Discussions to reflect on developing skill and effect of exercise
- Appropriate stimuli for expression through dance including a range of music

Key Vocabulary –Balance, move, travel, obstacle, under, over, through

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
1	Gymnastics • Jumping: static and seating • Balances: Points and patches • Body shapes: Wide, narrow, curved	Gymnastics -Copying skills and begin to link these together to form short sequences. -Develop basic control of movements.	Gymnastics -Create movement phrases, with a start and finish position, using low apparatus that link at least one jump and one balance together. - work individually and in pairs
	Games • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball	Games - Practice and develop co-ordination of movement and skills.	Games - Kicking - Striking - Tracking - Catching - Throwing Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc.
	Dance • Copy basic motifs. • Repeat basic dance motifs.	Dance - Copy movements, linked to a suitable stimulus, working individually and with a partner, to create short phrases.	Dance - Create basic motifs using topic based ideas Work individually and in pairs

2	<u>Gymnastics</u> • Jumping: Turning, spinning, twisting • Balances: On isolated parts of the body • Rolls: Rocking and roll	<u>Gymnastics</u> -Copy and repeat skills and link these together with movement to create fluent sequences with a variety of simple dynamics. -Show basic control and body tension with use of some dynamics within sequences.	<u>Gymnastics</u> -Create short sequences, with a start and finish position, using low apparatus that link three or more actins together and I incorporate some change in dynamics (body shape, level).
	<u>Games</u> • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball	<u>Games</u> -Using a variety of equipment, Practice and develop co-ordination of movement and skills with increasing precision, control and accuracy. -Apply skills and movement, in small sided non-competitive and competitive games.	<u>Games</u> - Kicking - Striking - Tracking - Catching - Throwing Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc Apply skills in game situations
	<u>Dance</u> • Copy basic motifs. • Repeat basic dance motifs. • Remember dance motifs • Develop short, linked phrases Basic dynamics: change of speed, change of level, change of shape.	<u>Dance</u> Copy repeat and link phrases, in response to a stimulus. -Perform movements with control and precision working individually, with a partner.	<u>Dance</u> - Create basic motifs using topic based ideas - Remember, repeat a series of actions - Work individually and in pairs
Transition point 1:			

Gymnastics		
HANDS I can plan and repeat simple sequences of actions. I can perform the basic gymnastic actions with some control and balance. I can use directions and levels to make my work look interesting	**HEAD** I can use shapes when performing other skills. I can describe how my body feels during exercise I am beginning to provide feedback using key words. I can feedback to others and recognise elements of high quality	**HEART** I am proud of my work and confident to perform in front of others. I can work safely with others and apparatus.
-Invite KS2 PE lead / Year 3 teachers to review performances in dance, gym and games at the end of the unit to moderate assessment. -Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons. -Year 2 to have some PE lessons in the Year 3 setting (bridging unit – KS1 Version of talent ID).		

3	Gymnastics • Balance: Points /patches • Rolls: Straight, barrel, forward • Jump: Straight, star, tucked	Gymnastics -Link balances, rolls and jumps together to form a sequence individually and with a partner which demonstrate matching and contrasting shapes using a variety of apparatus. -Show some body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.	Gymnastics Create a sequence that includes: -a balance -A jump -A roll -A travel movement
	Dance • Canon • Unison • Pathways • Dynamics • Formation	Dance -Communicate, remember and repeat movements on a theme through developing a range of phrases which show a variety of dynamics as well as control and precision. Perform individually and with a partner.	Dance -Cross curricular link to topic work

	Games • Tracking a ball • Throwing a ball • Catching a ball • Dribbling a ball • Forehand • Backhand • Ready position • Underarm bowling • Overarm bowling	Games Practice and apply skills in a range of small sided non-competitive and competitive games showing control and precision, developing tactics and strategies to be successful.	Tops Games Task Cards Netball Football Handball Hockey Basketball Dodgeball Tag rugby Cricket Rounders Tennis Badminton Volleyball
	Athletics • Running: Spiriting, over an obstacle • Throwing a ball: push and pull • Jumping: Height and distance	Athletics Practice and improve skills through non-competitive and competitive events developing individual performance with a focus on personal improvement Perform running, throwing and jumping actions with developing control and accuracy.	Athletics -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	Outdoor and Adventurous Activities • Follow and give simple instructions and apply rules	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities -Problem solving games and activities -Orienteering

	• Orientate and follow a diagram/map Plan and attempt to solve problems	-Develop skills of working collaboratively in team to use different strategies to solve problems, while giving and following instructions. -Develop skills of orientation by following a variety of different diagrams and maps to complete a task	TOPS Cards: Athletics
	Analysis and improvement To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer assess	Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided (For that specific year group)	
4	<u>Gymnastics</u> • Balances: Individual/partner, shoulder, bridges • Rolls: Straight, barrel, forward, straddle • Jumps: using rotation • Travel: Pathways	<u>Gymnastics</u> -Link balances, rolls and jumps together to form more complex sequences, with a wider variety of travelling actions, including apparatus working individually and with a partner. Sequences will include actions that require weight to be taken on different parts of the body through inverted movements and varying dynamics when performing with a partner.	<u>Gymnastics</u> Create a sequence with a partner, using apparatus, to include: -a Jump -A roll -Individual balance -Partner balance -Inverted movement

		-Show body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.	
	<u>Dance</u> • Canon • Unison • Pathways • Dynamics • Formation • Reaction/action	<u>Dance</u> -Communicate, remember and adapt choreographed phrases, individually and with a partner, to represent an idea. -Use pathways, levels, shapes, directions and timings to express and show a change to show variety with developing fluency and control in response to a stimulus.	<u>Dance</u> -Cross curricular links to relevant topic work
	<u>Games: Striking and fielding</u> • Direct hit • Running between the wickets • Intercepting the ball with 1 hand • Overarm bowling • The pull shot • Stopping bouncing ground ball	<u>Games: Striking and fielding:</u> -Choose where to direct a hit from a bowled ball -Use and apply basic rules of the game -Apply speed and decision -Play confidently in a variety of roles: fielder, bowler etc -Track and intercept the ball -Bowling with consistency	-Cricket -Rounders
	<u>Games: Net/Wall</u> • Ready position • Forehand to targets • Intro to backhand • Moving to return the serve • Partner doubles • Scoring points	<u>Games: Net/Wall</u> -Choose ways to send the ball to make it difficult for the opponent -Play the role of umpire -Explore shots on both sides of the body -Use a small range of racquet/hand skills	-Mainly Tennis -Cricket -Rounders

		-Use basic defensive tactics -Work with a partner/small group to return the ball -Play competitively	
	<u>Games: Invasion</u> • Basic passing • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Pacing	<u>Games: Invasion</u> -Working with a team mate to make it difficult for the opposition -Use defensive tactics -Play using marking techniques -Send and receive the ball with accuracy -Keep possession of the ball and run -Show speed and endurance -Use and apply the basic rules of the game	- Hockey - Tag Rugby - Netball - Basketball - Football
	<u>Athletics</u> • Running: over time/distance, relays • Throwing: push and pull • Jumping: distance and height	<u>Athletics</u> -Practice and improve skills of running, throwing and jumping through non-competitive and competitive practices and events while developing individual performance with a focus on personal improvement. -Perform running, throwing and jumping actions with some control and accuracy.	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics

	Outdoor and Adventurous Activities • Accurately follow and give instructions and apply rules • Orientate and follow a diagram/map by identifying key symbols • Plan and apply strategies to solve problems	Outdoor and Adventurous Activities -Develop skills to successfully collaborate in teams and be successful in completing a range of problem solving tasks, while following and understanding rules. -Use skills of orientation by following a variety of different diagrams and maps to complete a task using a key and its symbols accurately.	Outdoor and Adventurous Activities -Problem solving games and activities -Orienteering -TOPS cards
	Analysis and improvement To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer assess	Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided (For that specific year group)	
5	Gymnastics • Balances: Symmetrical/ asymmetrical, shoulder, handstand, bridges • Rolls: Straight, forward, straddle, backwards	Gymnastics -Link balances, rolls and jumps together to form longer sequences, which include more complex actions that require weight to be taken through inverted movements.	Gymnastics -Create and perform a partner sequence that links six different actions; rolls, balances, jumps, inverted movements and travel. There must be a variety of the following showing different dynamics: levels, directions, partner relationships, body shapes.

	• Travel: canon, synchronisation, mirror and matching	-Show **good** body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence	
	<u>Dance</u> • Relationships: canon, unison, mirroring • Pathways • Dynamics • Formation • Reaction/action Structure	<u>Dance</u> -Accurately, remember and adapt choreographed phrases, individually and with a partner, to represent an idea. -Use pathways, levels, shapes, directions and timings to express and show a change to show variety with fluency and control in response to a stimulus.	<u>Dance</u> -Cross curricular links to topic work
	<u>Games: Striking and Fielding</u> • Fielding positions for attack • Tracking and catching • Bowling short • On and Off drive • Rules of cricket	<u>Games: Striking and Fielding</u> -Strike and field with flexibility and power -Use a range of tactics in game -Use and apply basic rules fairly -Choose where to hit the ball to maximise scores -Use a variety of shots in game situations -Throw with accuracy -Track the flight of the ball with accuracy -Begin bowling techniques Work with others	<u>Games</u> -Cricket - Rounders - Softball / Baseball
	<u>Game: Net/Wall</u> • Volley shots	<u>Games: Net/Wall</u> -Cooperate with others	<u>Games</u> - Tennis

	• Overhead shots • Doubles play • Approaching the ball	-Play a range of basic shots -Play modified games with confidence -Apply control with the ball -Apply a range of techniques to score points -Demonstrate a variety of service shots in isolation and game play -Keep track of their own scores -Suggest warm ups to prepare the body.	- Badminton - Volleyball
	<u>Games: Invasion</u> • Tagging opposition • Running and passing accurately • Pop pass • The 'Magic Diamond' • Pacing	<u>Games: Invasion</u> -Play in formations and execute game plans -Explain the need for different tactics -Know and apply the rules in a game -Able to combine dribbling and passing -Able to select which skill to use. -Move balls over longer distances accurately -Play in different positions with success -Mark goal side when appropriate -Use appropriate language to explain their attacking and defensive play.	<u>Games</u> Hockey Tag Rugby Netball Basketball Football
	<u>Athletics</u> • Running: pacing over distance, relay takeovers • Throwing: pushing and pulling	<u>Athletics</u> -Practice and improve skills of running, throwing and jumping through non-competitive and competitive	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles

	• Jumping: long, triple	practices and events while developing individual performance with a focus on personal improvement. -Perform running, throwing and jumping actions with increasing control and improvement in times / distances.	-Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	<u>Outdoor and Adventurous Activities</u> • Communicate clearly, whilst developing leadership skills and apply rules • Orientate a map confidently using it to navigate a course. • Plan and apply strategies to solve more complex problems	<u>Outdoor and Adventurous Activities</u> -Use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problems, while following and understanding rules. -Use skills of orientation by following a map to navigate a course.	<u>Outdoor and Adventurous Activities</u> -Problem solving games and activities -Orienteering -TOPS cards
	Analysis and improvement To offer feedback in partners. To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer and self-assess	Each activity will have feedback opportunities. To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible.	

		Additional links to outside clubs would be provided (For that specific year group)	
6	<u>Gymnastics</u> • Balances: counter balance /counter tension, shoulder stand, handstand • Rolls: forward, backward, straddle • Jumps: Vault • Body shapes: bridges • Travel: canon, synchronisation, mirror and matching	<u>Gymnastics</u> Using knowledge of different gymnastic actions and dynamics, combine and link actions in a group which include a variety of formations, combining the use of apparatus. Show **consistent** body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence	<u>Gymnastics</u> Create and perform a group sequence that links **at least six** different actions; rolls, balances, jumps, inverted movements and travel. There must be at least three changes in formation. The sequence must show a variety of different dynamics: levels, directions, partner relationships and body shapes
	<u>Dance</u> • Relationships: canon, unison, mirroring • Pathways • Dynamics • Formation • Reaction/action • Choreography	<u>Dance</u> Perform & create motifs in a variety of dance styles with accuracy & consistency. Select & use a wide range of compositional skills to demonstrate ideas. Suggest ways to improve quality of performance showing sound knowledge & understanding.	<u>Dance</u> -Cross curricular links to topic work
	<u>Games: Striking and Fielding</u> • Fielding positions for attack • Tracking and catching • Bowling short • Working as pairs to field a long ball • On and Off drive	<u>Games: Striking and Fielding</u> -Apply with consistency standard rules -Use a range of tactics for attacking and defending Strike a ball using a range of shots	- Cricket <u>- Rounders</u>

	• Basic Rules	-Attempt to track and catch high balls in isolation and in game -Demonstrate control in fielding -Play within small sided games -Work in a team	
	<u>Games: Net/Wall</u> • Communication – doubles • Backhand shot • Lob shot • Rules and scoring • Positioning in doubles	<u>Games: Net/Wall</u> -Make appropriate choices in games for the best shot to use -Apply tactics effectively -Use a range of shots in isolation -Use a range of shots in game -Start games with the appropriate serve -Being to use full scoring systems -Develop double play	- Tennis
	<u>Games: Invasion</u> • Support play with the ball • Set plays • Pacing • Spaces not faces principle • Transition from attack to defence • Observe and analyse	<u>Games: Invasion</u> -Choose and implement a range of strategies to attack and defend -Suggest and lead a warm up -Make quicker decisions in game -Use and apply Boundary rules -Build upon set plays -Use a variety of techniques for passing	- Tag Rugby - Football - Hockey

		-Play in a variety of positions -Consistently catch/control a ball -Able to track and control a rebound -Work in a team to keep possession	
	<u>Athletics</u> • Running: pacing over distance, relay takeovers • Throwing: pushing and pulling • Jumping: long, triple	Demonstrate good control, strength, speed & stamina in a variety of athletic events. Understand how to apply athletic skills & tactics to the competitive situation. Explain how to improve technique in a variety of events.	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	<u>Outdoor and Adventurous Activities</u> • Communicate clearly, whilst developing leadership skills and apply rules • Orientate a map confidently using it to navigate a course. • Plan and apply strategies to solve more complex problems	<u>Outdoor and Adventurous Activities</u> -Use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problems, while following and understanding rules. -Use skills of orientation by following a map to navigate a course.	<u>Outdoor and Adventurous Activities</u> - Problem solving games and activities - Orienteer effectively around a timed short course -TOPS cards
	Analysis and improvement To offer feedback in partners.	**Analysis and improvement**	

	To offer feedback as a class and opportunities to improve that specific skill	Using criteria set for that specific activity to peer and self-assess	Each activity will have feedback opportunities. To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of sports & activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Football, Basketball, Cricket, Netball, Gymnastics, Athletics, Inclusive competitions.
SWIMMING **Delivered across Key Stage 1 & 2 where appropriate**	• Water confidence in shallow water • Water confidence deep water • Basic stroke development; alternating and simultaneous strokes, breaststroke, front crawl, backstroke • Developing endurance • Water Safety and hazards • Safe self-rescue skills	-Develop and confidently show basic skills: face in the water, floating, push and glide, jumping in, swimming under water -Effectively use strokes to achieve different outcomes adapting for a range of purposes and intended outcomes. -Swim for at least 25m including some deep water swimming, showing a consistently strong stroke -Be able to use appropriate survival and self-rescue skill	Whole class swimming lessons Top Up & intensive Learn to Swim sessions

Transition point 2:

HANDS	**HEAD**	**HEART**
I can select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing I can draw on what I know about strategy, tactics and composition.	I can analyse and comment on skills and techniques and how these are applied in my own and others' work. I can modify and refine skills and techniques to improve my performance.	I can Involve and motivate others to perform better I can accept critical feedback and make changes to get better.

	I can explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. I can explain why regular safe exercise is good for my fitness and health.	I can take the lead in small groups & communicate ideas effectively.

- *Transition documents – general completed by schools, along with end of year 6 assessments with student specific information. – don't think these are in place*

- Talent ID sessions to give an idea of generic performance for assessment.

- Local Sports Coordinators & Sports Partnerships to work with Primary schools to develop links and support the transition process.

- Festival opportunities for children at secondary schools, along with Sports leaders / ambassadors helping to run events in Primary schools

-Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons.

-Transition day/week? Could we have one? Event for year 6 to secondary.

- Teacher "swap" days to see how PE is running in the other school to help professional development and feedback to appropriate schools.

7	**Team games** **Basic techniques and strategies** - Passing and receiving - Tackling - Shooting / scoring - Attacking and defending - Movement of the ball - Communication - Rules of the activity / sport - Hitting the ball - Throwing and catching	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), Table tennis (doubles), rounders, cricket, softball, Danish longball, Basketball, Dodgeball.

	- Racket skills/techniques - Rules of the sport - Tactics and strategies		
	Individual games/activities **Basic techniques and strategies** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Tactics and strategies	**Individual games/activities** Ability to transfer these skills into different sports (e.g. technique when throwing a ball and throwing a javelin) and into competitive environments (game/competition situations) Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Badminton (singles), tennis (singles), athletics, table tennis (singles) (Dance, gymnastics)
	Dance/gymnastics **Basic techniques and strategies** - Levels - Types of movement - Shapes/balances - Transitions - Pace - Creativity	**Dance/gymnastics** Ability to transfer individual skills into routines and performances. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, trampolining, cheerleading

	- Stillness - Choreography - Key terminology – synchronization, canon etc.		
	OAA **Basic techniques and strategies** Problem solving and outdoor adventurous activities.	**OAA** Ability to use individual skills in competitive situations. Positive approach to PE and the understanding of a healthy and active lifestyle.	Problem solving, orienteering, team building.
	Analysis and improvement **Basic techniques and strategies** Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Opportunities for students to self and peer assess within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered including athletics, netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
8	**Team games** **Greater consistency in technique.** - Passing and receiving	**Team games**	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

	- Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Focus on tactics and strategies - Rules of the sport - Tactics and strategies	Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	
	Individual games/activities **Greater consistency in technique.** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Focus on tactics and strategies - Rules of the sport - Tactics and strategies	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, badminton (singles), tennis (singles), athletics

	Dance/gymnastics **Greater consistency in performance of:** - Levels - Types of movement - Shapes/balances - transitions - pace - creativity - stillness - Key terminology – synchronization, canon etc.	**Dance/gymnastics** Ability to transfer individual skills into routines and performances, using correct skills consistently. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance / gymnastics / trampolining
	OAA **Greater consistency in technique.** Problem solving and outdoor adventurous activities.	**OAA** Ability to use individual skills in competitive situations.	Problem solving, orienteering
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.

	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
9	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.
	Individual games/activities **Effective and creative performance of skills and techniques:**	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations)	Dance, gymnastics, badminton (singles), tennis (singles), Athletics

	- Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	
	Dance/gymnastics **Effective and creative performance of skills and techniques:** - Levels - Types of movement - Shapes/balances - transitions - pace - creativity - stillness - Key terminology – synchronization, canon etc.	**Dance/gymnastics** Greater effectiveness and creativity in performances and routines. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance / gymnastics / trampolining
	OAA	**OAA**	Problem solving, orienteering

	Problem solving and outdoor adventurous activities.	Ability to use individual skills in competitive situations.	
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
10 (core PE)	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

	- Greater focus on tactics and strategies and gameplay awareness			
	Individual games/activities **Effective and creative performance of skills and techniques:** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, badminton (singles), tennis (singles), Athletics	
	Health and Fitness - Understanding of health and fitness - Components of fitness - Methods of training - Methods of fitness assessment	**Health and Fitness** Students to understand the importance of a healthy lifestyle, including the different fitness opportunities and activities. They are able to transfer skills and principles from one activity to another where appropriate.	Training methods could include: Circuit training Weight training Interval training SAQ training Continuous training	Fitness assessments could include: MSFT 12 min Cooper run Vertical jump / standing long jump 30m sprint Sit and reach

			Fartlek training
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
11 (core PE)	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

	Individual games/activities **Effective and creative performance of skills and techniques:** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation.	Dance, gymnastics, badminton (singles), tennis (singles), Athletics	
	Health and Fitness - Understanding of health and fitness - Components of fitness - Methods of training - Methods of fitness assessment	**Health and Fitness** Students to understand the importance of a healthy lifestyle, including the different fitness opportunities and activities. They are able to transfer skills and principles from one activity to another where appropriate.	Training methods could include: Circuit training Weight training Interval training SAQ training Continuous training Fartlek training	Fitness assessments could include: MSFT 12 min Cooper run Vertical jump / standing long jump 30m sprint Sit and reach
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.	

	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.

*KS3/4 - Not all areas have to be taught in all year groups. E.g. OAA could be taught in year 7 and 8, but not in year 9.

**KS4 – Follows similar format to KS3, but includes Health and Fitness as these can be taught for lifelong participation and understanding.

*** In line with Ofsted guidance, Futura PE curriculum should follow the same skills and activities, but could use different sports to do these in (if the same sports are not possible due to different facilities or school specific contexts e.g. one school may do gymnastics, where another may do dance or trampolining).

A Level PE	**Substantive Knowledge**	**Disciplinary Knowledge**	**Possible Context**
Year 12	**Term 1** **<u>Applied anatomy and physiology</u>** Cardiovascular system Respiratory system Neuromuscular system **<u>Skill acquisition</u>** Skill, skill continuums and transfer of skills Impact of skill classification on structure of practice for learning	**All areas of the course to be applied to a variety of examples (could include any of the sports on the specification).**	Linked to appropriate examples.

	Term 2 **<u>Applied anatomy and physiology</u>** Musculo-skeletal and movement analysis Energy systems **<u>Skill acquisition</u>** Principles and theories of learning and performance Use of guidance and feedback **Term 3** **<u>Exercise Physiology</u>** Diet and nutrition **<u>Sport and society</u>** Pre-industrial (pre-1780) **Term 4** **<u>Exercise Physiology</u>** Diet and nutrition **<u>Sport and society</u>** Industrial and post-industrial (1780-1900) Post World War II (1950 to present) **Term 5**		

	<u>Exercise Physiology</u> Training methods and data **<u>Sport and society</u>** Impact of sport on society and of society in sport **Term 5** **<u>Exercise Physiology</u>** Training methods and data **<u>NEA introduction – Analysis of performance</u>**		
Year 13	**Term 1** **<u>Exercise Physiology</u>** Injury prevention and rehabilitation **<u>Psychology</u>** Aspects of personality Attitudes Arousal Anxiety Aggression Motivation Achievement motivation theory **Term 2**	**All areas of the course to be applied to a variety of examples (could include any of the sports on the specification).**	Linked to appropriate examples.

	<u>Biomechanical Movement</u> Biomechanical principles Levers Linear motion **<u>Psychology</u>** Social facilitation Group dynamics Importance of goal setting Attribution theory Self-efficacy and confidence **Term 3** **<u>Biomechanical Movement</u>** Angular motion Projectile motion Fluid mechanics Leadership Stress management **<u>NEA</u>** **Term 4**		

	<u>Sport, Society and Technology</u> Drugs in sport Sport and the law Role of technology in PA and sport Impact of commercialisation Concepts of physical activity and sport Development of elite performers in sport Ethics in sport Violence in sport **Term 5** **Revision** **Term 6** **Revision**		

KS3 Schemes of Assessment

Curriculum Team: Physical Education – Scheme of assessment	**Year: 7**
Year 7 Learning outcomes: **Students will be assessed in a range of skills which can be transferred over a variety of sports and activities.** **Team and Individual Sports:** Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event. **Dance/Gymnastics:** Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology. **OAA:** Problem solving and adventurous activities skills.	
Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities. (b) Make effective decisions and apply a range of tactics in challenging activities.
Secure 5 – 6	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics across a variety of activities with some success.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in moderately pressured practices. (b) Apply basic tactics in passive practices.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

Curriculum Team: Physical Education – Scheme of assessment	Year: 8

Year 8 Learning outcomes:

Students will be assessed in a range of skills which can be transferred over a variety of sports and activities.

Team and Individual Sports: Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event.

Dance/Gymnastics: Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology.

OAA: Problem solving and adventurous activities skills.

Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills and techniques in very challenging activities. (b) Consistently make effective decisions and apply a range of tactics in challenging activities.
Secure 5 – 6	(a) Demonstrate, with consistent accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics in competitive activities.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in high pressured practices. (b) Apply tactics with some success.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

Curriculum Team: Physical Education – Scheme of assessment	**Year: 9**
Year 9 Learning outcomes: **Students will be assessed in a range of skills which can be transferred over a variety of sports and activities including:** **Team and Individual Sports:** Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event. **Dance/Gymnastics:** Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology. **OAA:** Problem solving and adventurous activities skills.	
Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills and techniques in exceptionally challenging activities. (b) Consistently make outstanding decisions and apply a range of tactics, often with creativity, in challenging activities.
Secure 5 – 6	(a) Demonstrate, with consistent accuracy and success, a range of appropriate skills and techniques in challenging activities. (b) Apply complex tactics to activities.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics across a variety of activities with some success.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

Key Stage 1 and 2
Curriculum Map 2021- 2022

	Year 1	Year 2	Year 3	Year 4		Year 5	Year 6
Term 1	Games	Games	Invasion games - fundamentals	Invasion games		Invasion games	Invasion games
	Gymnastics	Gymnastics	Gymnastics	Gymnastics		Gymnastics	Gymnastics
Term 2	Games	Games	Invasion games - fundamentals	Invasion games		Invasion games	Invasion games
	Gymnastics	Gymnastics	Gymnastics	Gymnastics		Gymnastics	Gymnastics
Term 3	Games	Games	Invasion	Invasion		Invasion	Invasion
	Dance	Dance	Dance	Dance		Dance	Dance
Term 4	Games	Games	Invasion	Invasion		Invasion	Invasion
	Dance	Dance	Dance	Dance		Dance	Dance
Term 5	Athletics	Athletics	Net / wall	Net / wall		Net / wall	Net / wall
	Fundamentals	Fundamentals	Athletics	Athletics		Athletics	Athletics
Term 6	Athletics	Athletics	Striking and Fielding	Striking and Fielding		Striking and Fielding	Striking and Fielding
	Fundamentals	Fundamentals	OAA	OAA		OAA	OAA

SWIMMING

Year 7 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Badminton	Rugby	Dance
11.10.2021 – 15.11.2021	Badminton	Netball	Dance	Rugby
Theory 1	Theory focus for blocks one and two – Warm up and cool down			
22.11.2021 – 13.12.2021	Hockey	Gymnastics	Football	Badminton
04.01.2022 – 24.01.2022	Gymnastics	Hockey	Badminton	Football
Theory 2	Theory focus for blocks three and four – Bones and functions of the skeleton			
31.01.2022 – 28.02.2022	PS/SHA/OAA (2 weeks SH, 2 weeks outside)	Dance	Hockey	PS/SHA/OAA (2 weeks outside, 2 weeks SH)
07.03.2022 – 04.04.2022	Dance	PS/SHA/OAA (2 weeks SH, 2 weeks outside)	PS/SHA/OAA (2 weeks outside, 2 weeks SH)	Hockey
Theory 3	Theory focus for blocks five and six – Muscles of the body			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	Theory focus for blocks seven, eight and nine – All theory from year 7			

Year 8 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Badminton	Rugby	Gymnastics
11.10.2021 – 15.11.2021	Badminton	Netball	Gymnastics	Rugby
Theory 1	***Theory focus for blocks one and two – Warm up and cool down + Skeleton and Muscles***			
22.11.2021 – 13.12.2021	Hockey	Gymnastics	Football	Badminton
04.01.2022 – 24.01.2022	Gymnastics	Hockey	Badminton	Football
Theory 2	***Theory focus for blocks three and four – Components of fitness (Cardiovascular endurance, Muscular endurance, Speed)***			
31.01.2022 – 28.02.2022	Fitness	Dance	Hockey	Fitness
07.03.2022 – 04.04.2022	Dance	Fitness	Fitness	Hockey
Theory 3	***Theory focus for blocks three and four – Components of fitness (Flexibility, Agility, Strength)***			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	***Theory focus for blocks seven, eight and nine – All theory from year 7 and 8***			

Year 9 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Gymnastics	Rugby	Badminton
11.10.2021 – 15.11.2021	Gymnastics	Netball	Badminton	Rugby
Theory 1	***Theory focus for blocks one and two – Warm up and cool down + Skeleton and Muscles***			
22.11.2021 – 13.12.2021	Dance	Badminton	Football	Gymnastics
04.01.2022 – 24.01.2022	Badminton	Dance	Gymnastics	Football
Theory 2	***Theory focus for blocks three and four – Components of fitness (Cardiovascular endurance, Muscular endurance, Speed – Recap) Introduce Co-ordination, Balance and Reaction time***			
31.01.2022 – 28.02.2022	Hockey	Fitness	Basketball	Fitness
07.03.2022 – 04.04.2022	Fitness	Hockey	Fitness	Basketball
Theory 3	***Theory focus for blocks three and four – Components of fitness (Flexibility, Agility, Strength - Recap) Introduce greater detail in Strength - Maximal, Static, Dynamic, Explosive***			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	***Theory focus for blocks seven, eight and nine – All theory from year 7, 8 and 9***			

Year 10/11 2021-2022 Curriculum Map

Week beginning Week beginning (4/5 week blocks)	Girls 1 (X/Y1)	Girls 2 (X/Y2)	Boys 3 (X/Y3)	Boys 4 (X/Y4)
06.09.2021 – 04.10.2021	Fitness (Glastonbury/AS)	Netball	Rugby	Badminton
11.10.2021 – 15.11.2021	Netball	Fitness (Glastonbury/AS)	Badminton	Rugby
22.11.2021 – 13.12.2021	Badminton	Dance	Football	Fitness (FS)
04.01.2022 – 24.01.2022	Dance	Badminton	Fitness (FS)	Football
31.01.2022 – 28.02.2022	Hockey	Fitness (FS)	Basketball	Fitness (Glastonbury/AS)
07.03.2022 – 04.04.2022	Fitness (FS)	Hockey	Fitness (Glastonbury/AS)	Basketball
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
27.06.2022 – 18.07.2022	Tennis	Striking and fielding	Tennis	Striking and fielding