Key Stage 3 LTP

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| **Curriculum Intent** |
| **What are the objectives for your curriculum?**  To develop pupils ‘head, heart and hands’ within PE. To develop pupils engagement and interaction within PE and promote physical activity To Play your PART. Pride, Aspire, Respect, Tenacity. These are all characteristics we build through PE and help pupils to develop. In addition, all homework set in KS3 is online per 4-week block and each section is related to a specific topic that we cover in the GCSE curriculum, to prepare pupils for the rigours of examination PE.  **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?**  The sports are based on the season we are in as weather plays a big part in the structure of our curriculum. All our lessons are practical with the exception of sports science which has a theory element through a booklet which directly links with GCSE PE.  **What values have guided your decisions about the curriculum you have in place?**  We value the whole child and not just their sporting ability which is why we have more emphasis on effort than ability and offer pupils the chance to experience different sporting roles. We also use the ‘head, heart and hands’ to guide pupils through their flight paths making them aware that we are not just assessing their practical ability.  **How does your curriculum reflect the schools context and Catholic Ethos?**  We hold very high expectations with lessons that reinforce the Catholic values.  **To what extent have you made these objectives clear?**  We have created a learning journey board in the hall which outlines the sports that they will learn throughout PE. We are creating a small section which will put more emphasis on our ‘head, heart and hands’ as this was removed from the board in order to keep in line with the schools policy on learning journeys. We have display boards which show our objectives and that maps out the curriculum.  **How does your curriculum reflect national policy (for example, British values and PSHE)?**  Core PE values effort over ability. We teach through mix gender classes to ensure we develop characteristics such as tolerance, respect and patience. We expect pupils to overcome all weather conditions and a number of difficulties including space to help us bring up well rounded individuals ready and willing to adapt to different environments. We teach a wide range of sports and activities which in still resilience such as sport education, cross country, HRF. Majority of our lessons are games based to ensure elements of success are thread into all lessons. Our pupils are split into 5 ability classes which are all named after British sporting Legends – Hoy, Ennis, Murray, Peaty and Farah.  We offer pupils the opportunity to perform different roles such as coaching, umpiring and scoring to give all pupils an experience in different sporting avenues. This is seen through the sport education model that is taught to years 8-11 throughout the year. This helps pupils to develop life skills such as resilience, confidence, and responsibility. In core PE we teach pupils to be gracious losers and humble winners and to respect your opponents and peers. We in still sportsmanship and fair play through fixtures and give pupils the honour of representing the school and enabling them to play as part of a team.  In PE pupils take responsibility for their own learning through a number of things. Firstly kit, pupils must ensure they have their own kit for every lesson. Secondly their timetable. We change sports every 4 weeks and is the pupils responsibility to check what week they are on and which sport they are moving onto to ensure they have the necessary equipment  **How does it cater for disadvantaged and minority groups?**  Pupils are set in terms of ability to ensure all teaching is differentiated and pupils are challenged accordingly. We ensure the kit shed is up to date with kit that is regularly lent out and washed. This is made accessible to all pupils. |

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| **Prior Learning Summary** |
| Pupils should have a basic ability in the fundamental skills. These are used to set pupils into ability groups within the first 2 weeks of PE lessons. Some pupils will have knowledge of specific sports through primary schools and local clubs. |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit A – Y7 Winter Sports** | |
| **Overview** | Netball, Gymnastics, Dance, Rugby, Handball, Sport science |
| **Aims** | Pupils complete a variation of winter sports. Focus is on transferable skills across the sports. Pupils are taught fundamental skills including running, throwing, catching and jumping within the characteristics and rules of the sport. |

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| **Unit B – Y7 Summer Sports** | |
| **Overview** | Athletics, Tennis, Cricket, Rounders |
| **Aims** | Pupils complete a variation of summer sports. Pupils are taught fundamental skills including running, throwing, catching and jumping within the characteristics and rules of the sport. |

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| **Unit C – Y8 Winter Sports** | |
| **Overview** | Basketball, Gymnastics, Dance, Rugby, Sport education, Sport science |
| **Aims** | Pupils complete a variation of winter sports. Focus is on transferable skills across the sports. Pupils are taught to progress the fundamental skills including running, throwing, catching and jumping within the characteristics and rules of the sport. The Sport education model is introduced through handball to offer development in different roles of sport including umpire, coach, official and participant. |

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| **Unit D – Y8 Summer Sports** | |
| **Overview** | Athletics, Tennis, Cricket, Rounders |
| **Aims** | Pupils complete a variation of summer sports. Pupils are taught to progress their fundamental skills including running, throwing, catching and jumping within the characteristics and rules of the sport. |