

Key Stage 3 Curriculum Excellence Physical Education



The purpose of the CLF, is at the **HEART**, of all we do:

- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children** in the communities we serve
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...
acquire... **Knowledge & Skills**, which
secured through... **Application**
develops... **Understanding**
and allows them to seek... **Meaning**
and achieve... **Personal growth**

Contents:

1. KS3 Vision
2. Subject Vision
3. ARE Descriptors
4. Curriculum Skeleton/Long Term Plan/Assessment Overview
5. Medium Term Plans
6. Exemplification

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CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
 - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
 - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
 - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
 - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
 - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
 - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

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Physical Education in the Cabot Learning Federation

Physical Education Vision: To inspire learning to promote physical literacy and achievement.

Components of Physical Literacy

1. **Motivation and Confidence (Affective)**
 - An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life
2. **Physical Competence (Physical)**
 - An individual's ability to develop movement skills and patterns.
3. **Knowledge and Understanding (Cognitive)**
 - An individual's ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle.
4. **Engagement in Physical Activities for Life (Behaviours)**
 - An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities.



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Why does PE exist?

H – Health

E – Enjoyment

A – Athleticism

L – Learning

T – Team spirit

H – Hard work

Olympic & Paralympic Values

- Respect
- Inspiration
- Friendship
- Courage
- Determination
- Equality
- Resilience

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ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>At Key Stage 1 (years 3 and 4) and Key Stage 2 (years 5, 6), children should progress from simple movement explorations and performances to developing increasing competence, control, co-ordination and spatial awareness in a range of physical movement skills, and be able to refine, extend and perform the skills with improved accuracy and consistency.</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p><u>Motivation & Confidence</u></p> <ul style="list-style-type: none"> Know the traits of motivation, confidence and resilience <p><u>Physical Competence</u></p> <ul style="list-style-type: none"> Demonstrate a range of simple motor skills and techniques <p><u>Cognitive</u></p> <ul style="list-style-type: none"> Know the age appropriate playing rules, tactics and positions. The immediate and long term effects of exercise on the body The basic anatomical structures of the human body <p><u>Behaviours</u></p> <ul style="list-style-type: none"> To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p><u>Motivation & Confidence</u></p> <ul style="list-style-type: none"> To be able to recognise motivation, confidence and resilience in sporting performances. <p><u>Physical Competence</u></p> <ul style="list-style-type: none"> Select and apply skills consistently to participate effectively for their age in a sporting activity <p><u>Cognitive</u></p> <ul style="list-style-type: none"> How to apply fundamental rules, tactics and positions in specific sporting activities to improve performance. Why the body responds & adapts to exercise How different physiological structures work together to produce co-ordinated movements. <p><u>Behaviours</u></p> <ul style="list-style-type: none"> Importance of taking responsibility for improving their own physical literacy 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p><u>Motivation & Confidence</u></p> <ul style="list-style-type: none"> To foster an individual's enthusiasm for and enjoyment of physical activity for life. <p><u>Physical Competence</u></p> <ul style="list-style-type: none"> To enable an individual to participate & achieve in a wide range of physical activities and settings. <p><u>Cognitive</u></p> <ul style="list-style-type: none"> To be able to participate successfully in a wide range of physical activities The health benefits associated with participating in long term physical activity <p><u>Behaviours</u></p> <ul style="list-style-type: none"> To develop engagement in physical activities for life.

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Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>Motivation and Confidence Students will perform with enthusiasm and enjoyment having developed their motivation, confidence and resilience during sporting performance.</p> <p>Physical Competence Students can now select and apply a range of techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Know rules and tactics of most sporting activities and know how their bodies respond to exercise.</p> <p>Behaviours They will now be regularly involved in healthy activities.</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>Motivation & Confidence</p> <ul style="list-style-type: none"> Know the effects of motivation, confidence and resilience on performance. <p>Physical Competence</p> <ul style="list-style-type: none"> Demonstrate a range of simple and advanced motor skills and techniques. <p>Cognitive</p> <ul style="list-style-type: none"> Know the age appropriate playing rules, tactics and positions. <p>Behaviours</p> <ul style="list-style-type: none"> To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Motivation & Confidence</p> <ul style="list-style-type: none"> How to develop motivation, confidence and resilience to improve own and others' sporting performances. <p>Physical Competence</p> <ul style="list-style-type: none"> Select and apply skills consistently to participate effectively for their age in a sporting activity. <p>Cognitive</p> <ul style="list-style-type: none"> How to apply fundamental rules, tactics and positions in specific sporting activities to improve performances. <p>Behaviours</p> <ul style="list-style-type: none"> Importance of taking responsibility for improving their own physical literacy 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Motivation & Confidence</p> <ul style="list-style-type: none"> To foster an individual's enthusiasm for and enjoyment of physical activity for life. <p>Physical Competence</p> <ul style="list-style-type: none"> To enable an individual to participate & achieve in a wide range of physical activities and settings. <p>Cognitive</p> <ul style="list-style-type: none"> To be able to participate successfully in a wide range of physical activities <p>Behaviours</p> <ul style="list-style-type: none"> To develop engagement in physical activities for life.

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Curriculum and Assessment Skeleton

Year 7				
ARE Point	1	2	3	4
Unit Title	Anatomy and Physiology	Health	Analysis of Performance	Fitness
MCQ	<p>Warm Up Components</p> <ul style="list-style-type: none"> - 1. Pulse Raiser - 2. Static & Dynamic Stretches - 3. Skill Based Drill <p>Location of the Muscles</p> <ul style="list-style-type: none"> - Quadriceps - Hamstrings - Biceps - Triceps - Gluteals - Pectorals - Deltoids - Abdominals - Gastrocnemius - Latissimus Dorsi 	<p>Effects of Exercise</p> <ul style="list-style-type: none"> - Immediate <ul style="list-style-type: none"> o Heart Rate - Increases o Breathing Rate – depth & frequency increases o Body Changes – Hot, sweaty, red skin - Long Term <ul style="list-style-type: none"> o Lower resting heart rate o Lower breathing rate o Stronger, bigger muscles <p>Mental Benefits</p> <ul style="list-style-type: none"> • Stress Relief • Increased confidence <p>Social Benefits</p> <ul style="list-style-type: none"> • Making Friends 	<p>Movement Analysis</p> <ul style="list-style-type: none"> - Flexion - Extension - Abduction - Adduction - Plantar Flexion - Dorsi-Flexion - Rotation <p>Methods of Analysis and Feedback</p> <ul style="list-style-type: none"> • Tally chart • Verbal feedback • Notational analysis • Peer observation 	<p>Components of Fitness</p> <ul style="list-style-type: none"> - Speed - Cardiovascular Endurance - Flexibility - Reaction Time - Power / Explosive Strength - Agility - Body Composition - Strength - Muscular Endurance - Balance - Co-ordination
DOYA		<p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) 		<p>A student performance profile will be produced based on their average performance throughout Term 1 - 5 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)

Key Stage 3 in the Cabot Learning Federation

Year 8				
ARE Point	1	2	3	4
Unit Title	Anatomy and Physiology	Health	Analysis of Performance	Fitness
MCQ To be reviewed in July 2019	Warm Up Components - 1. Pulse Raiser - 2. Static & Dynamic Stretches - 3. Skill Based Drill Location of the Muscles - Quadriceps - Hamstrings - Biceps - Triceps - Gluteals - Pectorals - Deltoids - Abdominals - Gastrocnemius Latissimus Dorsi	Effects of Exercise - Immediate o Heart Rate - Increases o Breathing Rate – depth & frequency increases o Body Changes – Hot, sweaty, red skin - Long Term o Lower resting heart rate o Lower breathing rate o Stronger, bigger muscles Mental Benefits • Stress Relief • Increased confidence Social Benefits Making Friends	Movement Analysis - Flexion - Extension - Abduction - Adduction - Plantar Flexion - Dorsi-Flexion - Rotation Methods of Analysis and Feedback • Tally chart • Verbal feedback • Notational analysis • Peer observation	Components of Fitness - Speed - Cardiovascular Endurance - Flexibility - Reaction Time - Power / Explosive Strength - Agility - Body Composition - Strength - Muscular Endurance - Balance Co-ordination
DOYA		A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria: 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)		A student performance profile will be produced based on their average performance throughout Term 1 - 5 that is assessed under the following criteria: 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)

Key Stage 3 in the Cabot Learning Federation

Medium Term Plans

Subject: Physical Education	Unit Title: Invasion (Rugby / Football / Netball / Basketball)	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Defending skills e.g. Tackling and Jockeying • Attacking Skills e.g. Scoring • Possession Skills e.g. Passing and receiving • Moving with the ball e.g. Dribbling • Basic tactics in small-sided games (e.g. 2v1, 3v2 etc.) • Analysis of performance of self and others 		
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p>	

Key Stage 3 in the Cabot Learning Federation

<p>2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)</p> <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Net/Wall Sports (Badminton / Table Tennis / Tennis / Volleyball)	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Service • Maintaining a rally using a range of skills and techniques • Footwork and movement • Selecting the right skills to move your opponent (exploiting space) • Applying appropriate scoring systems • Applying tactics and adapting skills in individual and team situations 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology • Optional Development Opportunity: Students could be set extended writing tasks (e.g. homework/non participant activities) to write analysis of performances 	
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 	
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p>	

Key Stage 3 in the Cabot Learning Federation

<p>3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)</p> <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well-being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Striking and Fielding (Rounders / Cricket/ Softball)	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Batting skills e.g. Front foot drive • Fielding skills e.g. Long barrier, throwing and catching. • Bowling or pitching • Denying and exploiting space in the field • Applying scoring systems 		
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence</p>	

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<p>4. Engagement in Physical Activity (Behavioural)</p> <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Subject: Physical Education	Unit Title: Accurate Replication (Gymnastics / Dance/ Parkour)	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Demonstrating Tension, Extension and Control • Using basic skills, shapes and positions • Responding with creativity to different situations • Linking skills with control, fluency and accuracy • Imaginative use of skills and performance area or equipment 		
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p>	

Key Stage 3 in the Cabot Learning Federation

<p>3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural)</p> <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Athletics (Athletics)	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>Content: Focus of year 7 is on technique development not outcome in an event e.g. times or distance.</p> <ul style="list-style-type: none"> • Throwing events: Techniques • Jumping events: Techniques • Sprint: Techniques including Sprint Start • Middle/long Distance: Pacing and Tactics • Relay: Baton change over 	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence</p>	

Key Stage 3 in the Cabot Learning Federation

<p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> • Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Health and Fitness	Year 7
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>Content: Students to know what effective exercise is, including how often and how long. Effects of Exercise</p> <ul style="list-style-type: none"> - Immediate <ul style="list-style-type: none"> o Heart Rate - Increases o Breathing Rate – depth & frequency increases o Body Changes – Hot, sweaty, red skin - Long Term <ul style="list-style-type: none"> o Lower resting heart rate o Lower breathing rate o Stronger, bigger muscles 	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation and Confidence – An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life • Physical Competence – An individual’s ability to develop movement skills and patterns. • Knowledge and Understanding – An individual’s ability to identify and express the essential qualities that influence movement and health benefits of an active lifestyle. • Engagement in Physical Activities for Life – An individual taking personal responsibility for physical literacy by prioritising and sustaining involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		

Key Stage 3 in the Cabot Learning Federation

<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> • Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Invasion Games (Football / Rugby / Basketball / Netball)	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> Tactical awareness and effective decision making: e.g. choosing the right pass in a game scenario. Application of skills appropriate to position: e.g. Dribbling as a point guard, shooting as a striker. An ability to maintain technique in increasingly demanding situations e.g. Small sided or overload situations, An ability to outwit an opponent with increased consistency and success. 		
<p>Concepts:</p> <ul style="list-style-type: none"> Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> Motivation & Confidence: Motivation, confidence, resilience Physical Competence: Invasion sport specific terminology Knowledge & Understanding: See above and relevant MCQ for timing. Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> Motivation & Confidence (Affective) Physical Competence (Physical) Knowledge & Understanding (Cognitive) Engagement in Physical Activity (Behavioural) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence</p>	

Key Stage 3 in the Cabot Learning Federation

<p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none">• Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria.	<p>Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Net and Wall (Badminton/ Tennis / Volleyball)	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> Tactical awareness and effective decision making: e.g. selecting the correct tactic to dominate your opponent’s movement. Application of skills appropriate to position on court: e.g. playing a drop shot when opponent is at the back of the court, libero in volleyball. An ability to maintain technique in increasingly demanding situations e.g. conditioned games based around a skill or technique. An ability to outwit an opponent with increased consistency and success. 		
<p>Concepts:</p> <ul style="list-style-type: none"> Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> Motivation & Confidence: Motivation, confidence, resilience Physical Competence: Invasion sport specific terminology Knowledge & Understanding: See above and relevant MCQ for timing. Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> Motivation & Confidence (Affective) Physical Competence (Physical) Knowledge & Understanding (Cognitive) Engagement in Physical Activity (Behavioural) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence</p>	

Key Stage 3 in the Cabot Learning Federation

<p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none">• Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria.	<p>Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Striking and Fielding (Cricket / Rounders / Softball)	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> Tactical awareness and effective decision making: e.g. setting your field to influence the batting team. Application of skills appropriate to position: e.g. Wicket keepers/ back stops, bowlers/pitcher, batters.. An ability to maintain technique in increasingly demanding situations e.g. Specific scenarios or conditioned games to promote relevant tactics. An ability to outwit an opponent with increased consistency and success. 		
<p>Concepts:</p> <ul style="list-style-type: none"> Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> Motivation & Confidence: Motivation, confidence, resilience Physical Competence: Invasion sport specific terminology Knowledge & Understanding: See above and relevant MCQ for timing. Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> Motivation & Confidence (Affective) Physical Competence (Physical) Knowledge & Understanding (Cognitive) Engagement in Physical Activity (Behavioural) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence</p>	

Key Stage 3 in the Cabot Learning Federation

<p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none">• Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria.	<p>Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Accurate Replication (Gymnastics / Dance / Parkour)	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Creating performances with expression • Applying and adapting dynamics of performance: e.g. tempo, levels, pathways, canon etc. • Use and adapt more advanced skills to respond to different situations/stimulus/challenging equipment. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. • Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. • Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies • Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p>	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 	<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) <p>Optional Extended Writing DOYA Assessment</p>	

Key Stage 3 in the Cabot Learning Federation

<ul style="list-style-type: none">Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria.	<p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Maximal Performance (Athletics)	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <p>Focus of year 8 is on increasing challenge through analysis and improvement of performance, not solely the outcome of an event.</p> <ul style="list-style-type: none"> • Throwing events: Techniques • Jumping events: Techniques • Sprint: Techniques including Sprint Start • Middle/long Distance: Pacing and Tactics • Relay: Baton change over 		
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. • Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. • Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies • Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle 		
<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence</p>	

Key Stage 3 in the Cabot Learning Federation

<p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none">• Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria.	<p>Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Health and Fitness	Year 8
<p>Key Essentials: Using invasion activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p>	<p>WHY are children LEARNING this?</p> <p>“The aim of physical education is systematically to develop physical competence so that children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s education and development as numeracy and literacy.” Whitehead (2012)</p>	
<p>Content:</p> <ul style="list-style-type: none"> • Mental Benefits • Stress Relief • Increased confidence • Social Benefits • Making Friends 	<p>HOW will ORACY, READING and WRITING be developed?</p> <ul style="list-style-type: none"> • Full response verbal answers in questioning --> teachers to provide opportunities for learners to develop and extend their oral repertoire. • Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback • Reading and writing key terminology 	
<p>Concepts:</p> <ul style="list-style-type: none"> • Motivation & Confidence - Know the effects of motivation, confidence and resilience on performance. • Physical Competence - Demonstrate a range of simple and advanced motor skills and techniques. • Cognitive - Know the age appropriate playing rules, tactics and positions. +1 / 2 MCQ competencies • Behaviours - To be able to prioritise and sustain involvement in a range of meaningful and personally challenging activities. 	<p>WHAT will PROGRESS look like in this unit?</p> <p>Motivation and Confidence Students will develop their motivation, confidence and resilience in their sporting performance, participating with enthusiasm and enjoyment.</p> <p>Physical Competence Students will improve their ability to select and apply a range of skills and techniques to make effective decisions in order to achieve success.</p> <p>Cognitive</p>	
<p>Terminology and Vocabulary (subject specific and academic):</p> <ul style="list-style-type: none"> • Motivation & Confidence: Motivation, confidence, resilience • Physical Competence: Invasion sport specific terminology • Knowledge & Understanding: See above and relevant MCQ for timing. • Physical Activity for Life: Health benefits of an active lifestyle` 	<p>Extended Response (writing, performance or product):</p> <p>A student performance profile will be produced based on their average performance throughout Term 1 & 2 that is assessed under the following criteria:</p> <ol style="list-style-type: none"> 1. Motivation & Confidence (Affective) 2. Physical Competence (Physical) 3. Knowledge & Understanding (Cognitive) 4. Engagement in Physical Activity (Behavioural) <p>Optional Extended Writing DOYA Assessment</p> <ul style="list-style-type: none"> • Schools are able to set 2 pieces of extended writing/presentation during the year that are linked thematically or conceptually to the ARE criteria. 	

Key Stage 3 in the Cabot Learning Federation

	<p>Apply fundamental rules and tactics to improve performance, whilst demonstrating an awareness of how our bodies respond to exercise.</p> <p>Behaviours Increase participation in activities that benefit health and well being.</p>
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Key Stage 3 in the Cabot Learning Federation

DOYA Exemplification

What will this look like for different subjects? Even if this cannot be gained in the amount needed by the end of Term 6, the curators should be able to gather some examples from their own classes for some of the curriculum. I think this will need to be an electronically shared document which only the curators can edit but all teachers can access. The curators can then build this over time. This means, they will need some time in Term 1 and throughout the year to build this up. Teachers can use it together at FNN 2 and FNN 6 ready for assessing. The exemplars need to be for each of these criteria and acknowledge that there might be different routes to all of them. Annotation of the examples will make this clear (in the manner of exam board exemplification). Year 6 exemplars will be useful. All exemplification will be used for training at all levels – teachers assessing their students, SLT understanding of what they should see in classrooms, books etc.

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.