

PE CURRICULUM MAP – 2022-23

WJEC EL2/EL3 Healthy Living and Fitness

TERM	SCHEME OF WORK	DESCRIPTION (OVERARCHING LEARNING OUTCOMES)	LITERACY AND KEY WORDS	FORMATIVE ASSESSMENT / FINAL PIECE
<p>Autumn 1</p> <p>GYM, Fitness Testing and Foot Tennis</p>	<p>Healthy Living</p> <ul style="list-style-type: none"> This unit aims to introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle. <p>National Curriculum:</p> <ul style="list-style-type: none"> Key Stage analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> To recognising the steps needed to lead a healthy lifestyle Demonstrate how they contribute to own healthy lifestyle To identify three critical points when setting up a fitness test To be able to list three reasons why fitness tests are designed as they are To be able to set at least one fitness goal To be able to balance on one foot To be able to kick a football on the bounce To be able to perform keepie-uppies 	<ul style="list-style-type: none"> Healthy Lifestyle Fitness Balance Control Power Teamwork Sportsmanship Communication Self Esteem 	<p>Students can Identify what they can do to contribute to a healthy lifestyle.</p> <p>Students can Identify an activity which will make an improvement to their lifestyle.</p> <p>Students can participate in an activity to contribute to a healthy lifestyle.</p> <p>Students can briefly describe what is meant by a healthy lifestyle.</p> <p>Students can select appropriate activities that can promote a healthy lifestyle.</p> <p>Students can participate in activities that can contribute towards a healthy lifestyle.</p> <p>Students can make suggestions on how participating in activities can improve health.</p> <p>Produce a poster/diary/leaflet/powerpoint of healthy living.</p>



<p>Autumn 2</p> <p>Volley/Seated Volleyball</p> <p>LINK TO SCIENCE - FORCES. BALANCED AND UNBALANCED FORCES. - GRAVITY BRINGING VOLLEYBALL DOWN AS YOU SERVE. UNBALANCED FORCE PROPELLING THE BALL FORWARD AS YOU SPIKE IT.</p>	<p>Team Competitive Activities</p> <ul style="list-style-type: none"> This unit aims to enable learners to develop a range of physical skills required to play competitive team game(s)/sport(s). <p>National Curriculum:</p> <ul style="list-style-type: none"> use and develop a variety of tactics and strategies to overcome opponents in team and individual games 	<ul style="list-style-type: none"> To be able to play game(s)/sport(s) adhering to the rules/conventions. To be able to perform skills associated with team game(s)/sport(s). To be able to use decision making skills for the chosen team game(s)/sport(s). To be able to review performance. To be able to serve, hit and return a volleyball To be able to understand the rule of volleyball 	<ul style="list-style-type: none"> Rule Dig Spike Touch Position 	<p>Students can play a selected position in chosen team games/ sports.</p> <p>Students can follow the rules/ conventions of chosen team games/ sports</p> <p>Students can perform skills of a chosen team game/sport with some control, in competitive situations.</p> <p>Students can select the best position/option when participating in a chosen team game/sport.</p> <p>Students can work with others within a team activity.</p> <p>Students can identify their own strengths when participating in a chosen team game/sport.</p> <p>Students can identify ways in which their own performance could be improved.</p> <p>Students can take appropriate action when a rule/convention is broken.</p> <p>Students can show appropriate tactics when participating in chosen team games/sports.</p> <p>Students can identify ways in which the performance of others could be improved.</p>
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<p>Spring 1</p> <p>The Fundamentals of Fitness Training</p>	<p>Preparing for Sporting Activities</p> <ul style="list-style-type: none">• This unit aims to enable learners to take part safely in physical exercise including the warm-up and cool-down sessions <p>National Curriculum:</p> <ul style="list-style-type: none">• Key Stage 4 develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities	<ul style="list-style-type: none">• To be able to follow safe practices when participating in sporting activities.• To be able to perform exercises appropriate as a warm up/cool down and recognise the muscle groups they have used.• To be able to perform a minimum of 10 minutes of continuous cardiovascular fitness training.	<ul style="list-style-type: none">• Various names of muscles• Various bones in skeletal system• Respiratory• Cardiovascular	<p>Students can choose the correct equipment appropriate for sporting activities.</p> <p>Students can show safe practice when taking part in sporting activities.</p> <p>Students can perform a warm-up/cool down Stretching exercises Aerobic activities.</p>
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<p>Spring 2</p> <p>Boxing</p> <p>LINK TO SCIENCE - THINKING TIME/REACTION TIME. IMPROVING CONDITIONS FOR GOOD REACTION TIME. TALK ABOUT THE EFFECTS OF ALCOHOL, SMOKING AND DRUGS OF REACTION TIME AND SPORTS PERFORMANCE. COMPARE 'OLD SCHOOL' BOXER LIKE RICKY HATTON BALLOONING BETWEEN FIGHTS AND NOT HAVING LONGEVITY.</p>	<p>Making the most of leisure time</p> <ul style="list-style-type: none">• This unit aims to introduce learners working at Entry 2 to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time. <p>National Curriculum:</p> <ul style="list-style-type: none">• Key Stage 4 develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities	<ul style="list-style-type: none">• Demonstrate an awareness of how they make use of their own leisure time.• To be able to take part in leisure activities.• Demonstrate an awareness of their likes and dislikes about different activities.• To be able to understand the various disciplines of boxing.	<ul style="list-style-type: none">• Jab• Punch• Hook• Cross• Uppercut• Side Step• Duck• Range	<p>Students can identify an activity they take part in.</p> <p>Students can identify the benefits to themselves of taking part in this activity.</p> <p>Students can take part in an activity which they find relaxing.</p> <p>Students can take part in an activity which they find challenging.</p> <p>Students can identify what they liked about the activities.</p> <p>Students can identify what they did not like about the activities.</p> <p>Students can identify ways in which they can use their leisure time.</p> <p>Students can identify the benefits of using their leisure time in different ways.</p> <p>Students can take part in an activity which involves learning a new skill.</p> <p>Students can identify an activity they would like to try again.</p>
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<p>Summer 1+2</p> <p>Sports and The Mind Kabaddi (tag) Badminton Sports Day</p>	<p>Individual or Partner Activities</p> <ul style="list-style-type: none"> This unit aims to enable learners to develop a range of physical skills required to play an individual or partner activity. <p>National Curriculum:</p> <ul style="list-style-type: none"> Key Stage 4 use and develop a variety of tactics and strategies to 	<ul style="list-style-type: none"> To be able to play an activity adhering to the rules/conventions. To be able to use appropriate decision making skills. To be able to perform skills of an activity. To be able to review performance. To be able to recognise the benefits of self-confidence for sports performers. To be able to identify ways to increase self-confidence to optimise performance. To be able to understand anxiety and how it affects sports performance. To be able to apply skills learnt in team sport into individual/partner sport. 	<ul style="list-style-type: none"> Review Self-confidence Performance Precision Optimisation Anxiety Kabaddi Shuttlecock Racket Net Forehand Backhand Court Serve Return 	<p>Students can follow rules and conventions of an activity.</p> <p>Students can select the best position/option when participating in an activity</p> <p>Students can perform skills of an activity with some control.</p> <p>Students can identify their own strengths when participating in a chosen activity.</p> <p>Students can identify ways in which one's own performance could be improved.</p>



	<p>overcome opponents in team and individual games</p>			<p>Students can take appropriate action when the rules/conventions are broken</p> <p>Students can consistently select the best position/option when participating in an activity.</p> <p>Students can show appropriate tactics when participating in an activity.</p> <p>Students can perform skills of an activity with control and precision</p> <p>Students can Identify ways in which performance of others could be improved.</p>
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