



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Subject:

Physical Education

Intent:

Core PE - *'Pupils will leave in Y11 with the confidence, knowledge, enthusiasm and opportunities to continue to lead a healthy and active life through active participation.'*

Option PE - *'Pupils are ready for the next stage of Physical Education and have the confidence, knowledge and enthusiasm to pursue a career in the sporting industry.'*

Please identify what the key themes / concepts are, that all students at all key stages will study in your subject.

These will obviously get progressively more challenging in terms of content / expectations as the years progress and different language might be used to describe them however, they should still be able to fit under a blanket heading.

Please allocate a colour to each of these themes so that it is clear how they are revisited and built upon throughout the curriculum.
Please add or remove as appropriate

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| Theme / concept 1 | Theme / concept 2 | Theme/ concept 3 | Theme / concept 4 |
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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | | | | | | |
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| NURSERY – KEY THEMES / CONCEPTS | | | | | | | | | | | | |
| NURSERY – KEY CONTENT / LEARNING | | | | | | | | | | | | |
| RECEPTION - KEY THEMES / CONCEPTS | | | | | | | | | | | | |
| RECEPTION - KEY CONTENT/ LEARNING | | | | | | | | | | | | |
| YEAR 1 -KEY THEMES / CONCEPTS | Run, Jump and Throw | Hit, Catch and Run | Dance | Attack, Defend and Shoot | Gymnastics | Hit, Catch and Run | OAA/ Games | Attack, Defend and Shoot | Dance | Run, Jump and Throw | Gymnastics | Send and Return |
| YEAR 1 - KEY CONTENT/ LEARNING | Link running and jumping Refine a range of running – varying pathways and speeds Develop throwing techniques to send objects over long distances. | Hit objects with hand or bat Track and retrieve a rolling ball Throw and catch a variety of balls and objects | Respond to a range of stimuli and types of music Explore space, direction, levels and speed Experiment creating actions and performing movements | To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination | Identify and use simple gymnastics actions and shapes Apply basic strength to a range of gymnastics actions Begin to carry basic apparatus such as mats and benches | Develop sending and receiving skills to benefit fielding as a team Distinguish between the roles of batters and fielders Introduce the concept of simple tactics | Use thinking skills to follow multi-step instructions Solve more challenging problems as an individual Comprehend that one thing can represent another Take part in activities with increasing challenge to | To recognise rules and apply them in competitive and cooperative games Use and apply simple strategies for invasion games Preparing for, and explaining the reasons | Able to build simple movement patterns from given actions Compose and link actions to make simple movement phrases Respond appropriately to supporting concepts | Increase stamina and core strength needed to undertake athletics activities Take part in a broad range of opportunities to extend strength, balance, agility and coordination | To perform a variety of basic gymnastics actions showing control To introduce turn, twist, spin, rock and roll and link these into | Able to perform an object with increasing confidence using hand or bat Move towards moving objects to return Sending and returning variety balls |



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| | | | with different body parts | | To recognise like actions and link | | build confidence | why we enjoy exercise | such as canon and levels | Cooperate with others to carry out more complex physical activities | movement patterns To perform longer movement phrases and link with confidence | |
| YEAR 2 - KEY THEMES / CONCEPTS | Run, Jump and Throw | Hit, Catch and Run | Dance | Attack, Defend and Shoot | Gymnastics | Hit, Catch and Run | OAA/ Games | Attack, Defend and Shoot | Dance | Run, Jump and Throw | Gymnastics | Send a Return |
| YEAR 2 - KEY CONTENT/ LEARNING | To develop power, agility, coordination and balance over a variety of activities. To throw and handle a variety of objects including quoits, beanbags, balls and hoops. To negotiate obstacles showing increased control of body and limbs. | To develop hitting skills with a variety of bats. To practise feeding/ bowling skills. To hit and run to score points. | To describe and explain how performers can transition and link shapes and balances. To perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. To work as part of a group to create and perform short movement | To send a ball using feet and receive a ball using feet. To refine ways to control bodies and a range of equipment. To recall and link combinations of skills, e.g. dribbling and passing. | To describe and explain how performers can transition and link gymnastic elements To perform basic actions with control and consistency, at different speeds and on different levels. To challenge themselves to develop strength and flexibility. To create and | To work on a variety of ways to score runs in the different hit, catch, run games. To work in teams to field. To begin to play the role of the wicketkeeper or backstop | To use skills to find given items from clues and pictures To work as a pair to navigate space To use and explore unusual equipment to develop coordination, problem-solving and motor skills | To select and apply a small range of simple tactics To recognise good quality in self and others To work with others to build basic attacking play | To perform using more sophisticated formations as well as an individual To explore relationships through different dance formations To explain the importance of emotion and feeling in dance To use stimuli to copy, repeat and create dance actions and motifs | To improve running and jumping movements and work for sustained periods of time. To reflect on activities and make connections between a healthy active lifestyle To experience and improve on jumping for distance and height | To develop body management through a range of floor exercises To use core strength to link recognised gymnastics elements To attempt to use rhythm while performing a sequence | To be able to make it difficult their opponents score a To begin choose specific tactics appropriate to the situation To transfer net/wall skills to volleyball style game To improve agility and coordination and use game |



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| | | | sequences to music. | | perform simple sequences. | | | | | | | | |
| YEAR 3 - KEY THEMES / CONCEPTS | Dance | Tag Rugby | Gymnastics | Football | Volleyball | Hockey | Basketball | Dance | Athletics | OOA/ Games | Rounders | | |
| YEAR 3 - KEY CONTENT/ LEARNING | Practice and put together a performance. Perform, using facial expressions. Perform with a prop. | Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules. | Modify actions independently, using different shapes. Consolidate and improve movements and Gym actions. Relate strength and flexibility to actions. Use basic compositional ideas. | Pass and receive the ball. Work collaboratively to keep possession. Control the ball. Use short passes to keep possession. Dribble to build an attack. | Throw or hit a ball over a net. Hold hands in correct position to return a high ball. To perform a serve. To cooperate with others to make a rally. To serve and apply the service rotation rule. | To hold and control a hockey stick. To dribble and try to score. Work with teammates to move ball around. To move into a space and receive a ball. To agility in a game. To complete in a game using new skills. | To experiment with basic ball handling skills. To pass, receive and score points. Dribble the ball. To make short passes. To work with team and assist an attack. To show defensive body position. Use contact rules to defend. | Build stylistic qualities through repetitions and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work. | To devise a jump routine and use a variety of jumps. To listen to command and adjust pace. Change direction when running at speed. | Use clear communication, strength and flexibility to complete a task. To work with other to complete map reading tasks. To draw and create a clear route on a map. To work in a group and solve problems. To identify and explain what is needed to complete a task. | To get the best body position to field a ball. To bowl with some consistency in a game. To hit a moving ball with hand. To stop a moving ball using the long barrier technique. To throw longer distances using overarm technique. To select and apply new skills in a competition. | | |
| YEAR 4 -KEY THEMES / CONCEPTS | Cricket | Swimming | Football | Swimming | Dance | | Gymnastics | | Volleyball | Athletics | OAA/ Games | Basketball | |
| YEAR 4 - KEY CONTENT/ LEARNING | Hitting a ball Direct hits Batting and bowling Fielding | Familiar with floating, submerging and moving through water. Swim distances from 10-400 metres. | Introduce some defensive skills. Dribble in different directions, using different parts of the feet. Passing for distance. | Familiar with floating, submerging and moving through water. Swim distances from 10-400 metres. Treading water, basic survival, | Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. | | Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences. | | Perform in a game. Rotate serve with a partner. Use simple rules in a game situation. Use the ready position and | Challenge yourself to jump in a variety of ways for distance and height. Show different ways of running and moving. Practise and | Perform AFL task as part of a group. Suggest ways to solve the problem. Recognise compass points. | Demonstrate pressure and defend force. Attacker make a mistake. Apply skills from the previous | |



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| | | <p>Treading water, basic survival, and rescue techniques</p> | <p>Evaluate skills to aid improvement.</p> | <p>and rescue techniques</p> | | | <p>move smoothly. To attempt to score points. track the flight of the ball and catch. Develop hand-eye coordination through a variety of challenges. Practise and use the full underarm serve technique</p> | <p>perform running at speed. Use running to increase the distance of jumps. Demonstrate control upon take- off. Introduce sling technique for discus throws. Practise discus throws. Perform baton exchange. Work together in small teams to score points on running, jumping and throwing activities.</p> | <p>Operate as part of a team to solve a problem. Describe how a compass can be used. Perform under time pressures. Refine answers from clues. Use a map to follow a course. recognise common map symbols. Remember and recall map symbols.</p> | <p>unit. Use double dribble. insolation dribble. increase confidence with the dominant hand. identify player mark from jump ball. Use the bounce for accuracy and speed. Beat the defense using the bounce. Use jump shot in isolation attempt jump shot in an open situation. Practise perform jump shot and trip threat position avoid the violation. Use trap terminate with</p> |
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| YEAR 5 - KEY THEMES / CONCEPTS | Dance | Tag Rugby | Gymnastics | Football | Dance | Rounders | Gymnastics | Tennis | Volleyball | Athletics | OAA | Basketball |
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| YEAR 5 - KEY CONTENT/ LEARNING | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Develop an awareness of their use of space.</p> <p>Ensure their actions fit the rhythm of the music.</p> | <p>To be able to work well in team game scenario.</p> <p>To perform passing and catching skills consistently.</p> <p>To be able to evade and change direction quickly.</p> | <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> | <p>To develop key passing skills, demonstrating and ability to perform short and long-range passing.</p> <p>To show close control of the ball when receiving a pass.</p> <p>To be able to develop control when dribbling with the ball.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> | <p>To be able to hit the ball using correct technique (one handed).</p> <p>To field and position oneself effectively to catch the ball.</p> <p>To be able to throw with accuracy.</p> | <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> | <p>To be able to perform a variety of shot techniques (forehand, backhand, overhead and serve).</p> <p>To be able to change direction quickly to move in the direction of the ball. To maintain a ready stance when preparing to receive a shot.</p> | <p>To be able to perform a variety of shot techniques.</p> <p>To consistently hit the ball over the net.</p> <p>To be able to work in pairs to use 3 hit rule to get the ball over the net.</p> | <p>To be able to learn a variety of different sports.</p> <p>To be able to throw with speed and distance.</p> <p>To be able to run at different lengths and speeds for the event participating in.</p> | <p>To be able to read a map effectively and use it to find objects needed.</p> | <p>confide and ap the trav rule in game. Basket</p> |



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| YEAR 6 - KEY THEMES / CONCEPTS | Gymnastics | Handball | Volleyball | Football | Dance | Netball | Gymnastics | Tennis | Dance | Athletics | Badminton | Rounders |
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| YEAR 6 - KEY CONTENT/ LEARNING Confidently use a variety of skills to produce fluid movements. To produce a routine which employs the use of techniques learned. To demonstrate control when balancing. | To be able to use a variety of passing techniques. To be able to receive the ball with confidence, making a target. To be able to change body position quickly to create space in game scenarios. To be able to shoot confidently with accuracy and power. | To be able to pass with accuracy whilst communicating with teammates. Develop tactical awareness and strategy for game situations. Confidently use different striking techniques. To be able to block an opponent's shot. | To be able to confidently control the ball through a variety of skills. To accurately pass the ball to teammates, short and long-range passing. To shoot with power and precision. To communicate well in a team setting. | To be able to show control when co-ordinating a routine. Develop an awareness of their use of space. Ensure their actions fit the rhythm of the music. | To be able to perform different passes in game a situation. To be able to show good footwork – landing on one/two feet, pivoting. To be able to create space and run off the ball to give your team an option to pass. To be able to shoot with accuracy. | Confidently use a variety of skills to produce fluid movements. To produce a routine which employs the use of techniques learned. To demonstrate control when balancing. To be able to demonstrate different rolls and movements. | To be able to demonstrate a variety of different shots. To strike the ball with power and precision. To be able to direct the ball to different areas of the court. To move around the court with speed. To position yourself correctly in order to receive the ball and return a shot. | To be able to show control when co-ordinating a routine. Develop an awareness of their use of space. Ensure their actions fit the rhythm of the music. | To learn the correct techniques for jumping, running and throwing. To be able to work well in a team event, showing good communication skills. To be able to co-ordinate strategy during team events. To improve running speed through the use of correct form and technique. To improve jump height and distance. | To be able to confidently use a variety of different shots. To be able to navigate the court efficiently. To be able to change directions quickly. To be able to react quickly to a stimulus in order to return a shot. | To be able to battle with correct technique (one handed). To be able to field a ball coming at speed. To be able to throw with accuracy. To be able to catch a ball with us the correct technique. | |
| YEAR 7 - KEY THEMES / CONCEPTS | Rugby / Football | | Basketball / Netball | | | Gymnastics / HRF | | Net Games: Badminton | | Striking and Fielding Rounders / Cricket | | Athletics |
| YEAR 7 - KEY CONTENT/ LEARNING | Handling Passing Tackling Rucking Formations Rules and Tactics | Ball Mastery Passing Control Shooting Defending Rules and Tactics | Passing Dribbling Shooting Lay Up Defending | Passing Dodging Defending Positions Rules | Pair/Trio Travel Rotation Balancing Sequence Flight Vault | Circuits Speed Endurance Intensity Calisthenics | Serving Overhead Clear Tactics Game Play Outwitting | Throwing and Catching Batting Bowling Fielding Tactics | Sprinting Throwing Hurdles Jumping Endurance | | | |



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| YEAR 8 - KEY THEMES / CONCEPTS | <i>Rugby / Football</i> | | <i>Basketball / Netball</i> | | <i>Gymnastics / HRF</i> | | <i>Net Games: Badminton</i> | <i>Striking and Fielding Rounders / Cricket</i> | <i>Athletics</i> | |
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| YEAR 8 - KEY CONTENT/ LEARNING | Passing Tackling Rucking Defence Attack Positions | Ball control Passing Defending Shooting Turning Formations | Passing Dribbling Set Shot Lay Up 1v1, 2v2, 3v3 Tactics | Shooting Attacking Defending Set Plays Tactics Rules | Pair/Trio Travel Rotation Balancing Sequence Flight Vault | Circuits Speed EnduranceIntensity Calisthenic | Serving Overhead Clear Net Shots Game Play Outwitting | Throwing and Catching Batting Bowling Fielding Tactics | Sprinting Throwing Hurdles Jumping Endurance | |
| YEAR 9 - KEY THEMES / CONCEPTS | <i>Rugby / Football</i> | | <i>Basketball / Netball</i> | | <i>Gymnastics / HRF</i> | | <i>Net Games: Badminton</i> | <i>Striking and Fielding Rounders / Cricket</i> | <i>Athletics</i> | |
| YEAR 9 - KEY CONTENT/ LEARNING | Passing Lines Tackling Rucking and offside Formation 3 player scrum | Ball mastery Possession Defending Shooting Scenarios Tactics Formations | Ball handling Jump Shot Lay Up variations Zone vs 'Man' Tactics | Shooting Fast breaks Defending Set Plays Tactics Rules | Pair/Trio Travel Rotation Balancing Sequence Flight Vault | Circuits Speed EnduranceIntensity Calisthenic | Serving Overhead Clear Net Shots Smash Double and Singles | Throwing and Catching Batting Bowling Fielding Tactics | Sprinting Throwing Hurdles Jumping Endurance | |
| YEAR 10 - KEY THEMES / CONCEPTS | Component 1: <i>Preparing Participants to Take Part in Sport and Physical Activity</i> | | | | | | | Component 2: <i>Taking Part and Improving Other Participants Sporting Performance</i> | | |
| YEAR 10 - KEY CONTENT/ LEARNING | Learning Outcome A: Explore types and provision of sport and physical activity for different types of participant. Learning Outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity. Learning Outcome C: Be able to prepare participants to take part in sport and physical activity. | | | | | | | Learning Outcome A: Understand how different components of fitness are used in different physical activities Learning Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials Learning Outcome C: Demonstrate ways to improve participants sporting techniques | | |
| YEAR 11 - KEY THEMES / CONCEPTS | Component 2: <i>Taking Part and Improving Other Participants Sporting Performance</i> | | | | Component 3: <i>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</i> | | | | | |
| YEAR 11 - KEY CONTENT/ LEARNING | Learning Outcome A: Understand how different components of fitness are used in different physical activities Learning Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials | | | | Components of fitness Fitness tests Training methods/processes/principles | | | | | |



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| | Learning Outcome C: Demonstrate ways to improve participants sporting techniques | | | |
| YEAR 12 - KEY THEMES / CONCEPTS | Unit 1 – Anatomy and Physiology (120 hours) Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (120 hours) | | Unit 3 - Professional Development in the Sports Industry (60 hours) Unit 4 – Sports Leadership (60 hours) | |
| YEAR 12 - KEY CONTENT/ LEARNING | Unit 1: Skeletal System Muscular System Respiratory System CV System Energy Systems | Unit 2: Lifestyle Factors Training Programming Nutrition Components of Fitness | Unit 3: Careers and Jobs in the Sports Industry Developing Careers Recruitment | |
| YEAR 13 - KEY THEMES / CONCEPTS | Unit 3 - Professional Development in the Sports Industry (60 hours) Unit 4 – Sports Leadership (60 hours) | | | |
| YEAR 13 - KEY CONTENT/ LEARNING | Unit 4: Roles, Qualities and Characteristics of a Leader Psychological Factors of Leadership Leadership Styles and Delivery | | | |