



**Woodlane High School**

achieving success in a nurturing environment

# **Subject Policy: Physical Education**

**Updated: September 2020**

**Next Update: September 2021**

**Du Cane Road London W12 0TN**

**Tel: 0208 743 5668 | Fax: 0208 743 9138**

**Headteacher: Claire Maynard | E-mail: [admin@woodlane.lbhf.sch.uk](mailto:admin@woodlane.lbhf.sch.uk)**

**Web: [www.woodlane.lbhf.sch.uk](http://www.woodlane.lbhf.sch.uk)**

**Intent – What is Woodlane aiming to achieve through its Physical Education curriculum?**

- To be active physically, demonstrating knowledge and understanding mainly through physical activity.
- To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- To develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practise and repetition.
- To promote health awareness and the value of adopting a healthy lifestyle.
- To instill a sense of good sportsmanship, and encourage recognition of other pupils' contribution.
- To develop leadership skills, responsibility and self-awareness.
- To support the development of self-esteem through the development of physical confidence and helping pupils to cope with both success and failure in competitive and co-operative activities.
- To develop skills as a team player, including praise for others and motivation skills.
- To recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
- To ensure all pupils leave Woodlane with a PE qualification which reflects the best of their ability.

**Implementation – How is the Woodlane Physical Education curriculum delivered?**

**Curriculum Delivery**

- Pupils have full access to the Physical Education National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Physical Education Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
  - ✓ RFU rugby coaching;
  - ✓ QPR football coaching;
  - ✓ Middlesex cricket coaching;
  - ✓ Inter and intra house tournaments;
  - ✓ Albert and friends circus skills;
  - ✓ Educational sports trip;
  - ✓ London Youth Games competitions;
  - ✓ Sports day;

- ✓ Run a mile;
  - ✓ Rugby activities with RFU;
  - ✓ BMXing;
  - ✓ Athletics competitions;
  - ✓ Community sports festival at Lords cricket ground;
  - ✓ Disability tennis competitions;
  - ✓ Football and basketball fixtures and tournaments;
  - ✓ After school sports clubs;
  - ✓ Personal exercise programmes at a local gym;
  - ✓ Sports leadership at lunchtimes;
  - ✓ Lunch and break time sports activities;
  - ✓ PE and O/T parent workshops.
- The KS3 Physical Education curriculum is taught through 2.5 hours (average) contact time per week, (10% of curriculum time).
  - The KS4 Physical Education curriculum is taught through 2.08 hours (average) contact time per week, (8.33% of curriculum time).
  - The Physical Education curriculum is designed to build and expand on previous skills and subject knowledge, over a 5 year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our Physical Education curriculum map in Appendix).
  - We offer a range of qualifications in Physical Education, which are selected to appropriately challenge, based on each pupil's stage of development, including:
    - ✓ NCFE Level 2 Certificate in Sport (Sports Coaching) (NCFE)
    - ✓ NCFE Level 1 Award in the Principles of Coaching (NCFE)
  - Active participation by students in sport is incredibly important to us, we therefore also run an annual mile run and whole school sports day
  - We provide additional extra-curricular activities at lunch time, including:
    - ✓ Opportunities for homework support;
    - ✓ Peer sports coaching at lunch times;
    - ✓ Break and lunch time sports activities.

### **Teaching and Learning**

- Our pupils are taught by transition teachers in Year 7 and subject specialists from Year 8 to Year 11.

- Our Physical Education Subject Leader is well qualified, possessing a PGCE in Secondary Physical Education, a MA in Leadership and Innovation in Education and a BA in Sport Studies with Recreational Management.
- The Physical Education curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- Physical Education homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In Physical Education we have a 3 tiered approach to supporting a pupil's learning, including:

**Universal** – this is the teaching your child will receive from the Physical Education subject teachers and will include adaptations to match learning needs. All classes:

- ✓ Are supported by a teaching assistant (TA);
- ✓ Have a maximum of 10 pupils per class to ensure there is a high level of support available from the teacher and TA;
- ✓ Are multi-sensory;
- ✓ Are dyslexia friendly;
- ✓ Integrate speech, language and communication support;
- ✓ Are supported either directly or indirectly by speech and language therapists and;
- ✓ Receive specialist personalised PE lessons at KS3, based on standardised testing;
- ✓ Collaborate with OT and physio to make personalised exercise programmes for students;
- ✓ Sensory circuits;
- ✓ Zones of regulation imbedded in teaching practice.

**Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- ✓ One to one support from specialist PE TA;
- ✓ Having a strong focus on sportsmanship and positive play in lessons for targeted pupils;
- ✓ Catch up coursework classes for small groups;

- ✓ Small group of students using another school's gym facilities to support their needs;
- ✓ Specialist engineers modifying equipment to make PE more accessible for wheelchair users;
- ✓ Making strong club links to encourage students to participate in extra-curricular sports teams;
- ✓ PE/OT parent workshops;
- ✓ Termly PE targets;
- ✓ Promoting pupil voice by holding a pupil conference on break and lunch time activities.

**Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

### **Assessment**

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in Physical Education.
- Our bespoke Flight Path is used to track the progress of pupils in Physical Education and determine expected outcomes from different starting points (click here for further details).
- Physical Education teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
  - ✓ Daily marking (click here for teaching and learning policy);
  - ✓ Self/peer assessment;
  - ✓ Fitness testing;
  - ✓ Targeted questioning;
  - ✓ PE homework;
  - ✓ Recording pupil performance on the IPAD;
  - ✓ B-squared end of unit skill tests;
  - ✓ PE coursework;
  - ✓ Informal/formal examinations; and
  - ✓ Using B-Squared assessment etc.

### **Impact** – *What difference is the Physical Education curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in Physical Education.

- The very large majority of pupils meet or exceed their expected outcomes in Physical Education (external qualifications).
- The vast majority of pupils leave Woodlane with at least one formally recognised Physical Education qualification.
- Many pupils join mainstream colleges/sixth forms at post-16 where they study a range of different qualifications and subjects following excellent progress from their starting points in PE and following successful completion of the NCFE Level 2 or Level 1 sport qualifications.
- Pupils are well-prepared for the next stage of their education.
- Analysis of Physical Education outcomes and pupil progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly.
- Healthy lifestyles, leadership, sportsmanship, teamwork and physical activity is embedded across the school and feeds in to all subjects. Excellent progress in Physical Education has a significant benefit for pupils in all other subjects.
- Life-skills are embedded in the Physical Education curriculum and are personalised for each pupil. This supports pupils to make the leap to post-16 provision and meets their needs when entering the world of work.
- Joint targeted interventions by the Physical Education and OT ensure aspects of the curriculum are personalised to each pupil based on the outcomes identified within their EHCPs.

\* Please see annual SEF/SIP for further details.



## Appendix

### Physical Education Curriculum Map – What will the pupils learn and when?

Year 7	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F	
<b>Content</b>	<b>Multi-Skills:</b> -Fundamental movement skills -Develop a range of movements and balances -Travelling with and without objects -Sending and receiving skills	<b>Gross Motor Skills:</b> -Games and activities based on the fundamental gross motor movements such as travelling, passing, catching and balance.	<b>Circus Skills:</b> -Ground and aerial skills -Spinning plates and juggling -Sacks/Rings/Clubs/Hoops -Cigar Boxes, Poi, Diabolos. -Unicycles, Stilts, Rola Rola -Rolling globe, Tightrope -Trapeze	<b>Working Together:</b> -Teamwork -Multi-skills -Social skills -Encouragement -Participation -Listening -Cooperation	<b>Run, Jump &amp; Throw:</b> -Run, jump and throw through athletic related activities -Students will attempt to develop their running, throwing and jumping techniques	<b>Striking and Fielding:</b> -Basic physical skills, knowledge and understanding of rules -Knowledge of roles and responsibilities striking and fielding games	
<b>Skills</b>	<b>All</b>	-Plan and repeat simple movements and actions -Perform basic skills -Travel in a variety of ways -Show coordination when travelling -Copy simple travelling movements -Move in a variety of directions when travelling	-Use equipment in a variety of ways -Kick a ball from standing and stops ball with foot -Throw a ball in an intended direction -Move independently with a ball in an area -Catches a large ball	-Basic routine combining two or more skill sets - Can Identify how movement fits with the circus skill base -Move in a variety of directions when travelling on the stilts	-Say what they like about their performance -Take part in a team game with emphasis on support and encouragement -Show an awareness through listening when participating in an activity -Can work with a partner	-Jump to a height of 20cm -Runs with control of direction -Runs in control of speed -Throw javelin type implement -Take part in a relay race -Discuss the need for safety -Jump over implement 10cm high	-Will be able to apply fielding, bowling and batting techniques to a game situation -Will be able to use their knowledge to evaluate performance highlighting strengths and areas to improve
	<b>Most</b>	-Consistently catch an object -Shows accuracy when propelling/sending an object -Throw a ball into a hoop/area -Choose movements to make their own patterns -Uses skills in different ways for different games	-Choose a variety of ways to hit/kick a ball -Bounces and catches the ball -Move in line with object to stop it -Take part in a team game. -Throws ball with control and some accuracy -Show coordination when travelling and remaining still	-Basic routine combining three or more skill sets -Can describe how movement fits with the circus skill base -Show coordination when travelling and remaining still on the tight rope, slits or tight rope	-Describe their own role in an activity at the end of a lesson -Choose one aspect of their performance they need to improve -Move fluently in a space, while working with others -Work with a partner to achieve a common goal	-Run and jump over implement 10cm high -Throw a range of implements into a target area -Recognise there are different styles of running/jumping -Recognise there are different styles of throwing	-Will be able to apply fielding, bowling and batting techniques to a game situation with some consistency -Use their knowledge to evaluate performance highlighting strengths and areas to improve
	<b>Some</b>	-Change level direction and pace when travelling -Move in a variety of ways when travelling -Aim with accuracy when sending objects -Pass a ball/object with control	-Consistently track an object -Consistently catch an object -Shows accuracy when throwing object -Throw and catch with partner at least 4m away. -Attempts to hit a ball into	-Complex routine combining two or more skill sets -Can explain how movement fits with the circus skill base -Move fluently -Able to control movements when travelling and remaining	-Describe what they observe about others participation at the end of a lesson -Describe a performance accurately -Work cooperatively throughout the lesson	-Sustain running -Run consistently and smoothly at different speeds -Can run for 2 minutes -Know the difference between running and jogging -Select appropriate style of	-Will be able to perform different techniques for fielding the ball. -Will be able to evaluate their and others performance, highlighting areas to improve -Will be able to demonstrate

		<ul style="list-style-type: none"> <li>-Recognise successful technique or performance</li> <li>-Plan actions to ensure success</li> </ul>	<ul style="list-style-type: none"> <li>space</li> <li>-Strike a ball with intent</li> <li>-Play ball in opponents court</li> <li>-Explore different ways of sending a ball</li> </ul>	<ul style="list-style-type: none"> <li>still on stilts, tight rope or unicycle</li> <li>-Hold a balance on the balance board</li> </ul>	<ul style="list-style-type: none"> <li>-React in a way to assist partner</li> </ul>	<ul style="list-style-type: none"> <li>running/jumping for the task</li> <li>-Select the appropriate style of throwing for the task</li> </ul>	<ul style="list-style-type: none"> <li>the skills to perform different bowling techniques.</li> </ul>
--	--	---	---	---	---	--	---

Year 8	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E	
<b>Content</b>	<b>Accuracy:</b> -Develop control of fine manipulation skills when aiming at a target	<b>Basketball:</b> -Develop physical and tactical skills related to basketball. Gain knowledge of basketball language	<b>Games and Leadership:</b> -Students will work on developing their own leadership skills	<b>Movement and Dance:</b> -Students will explore the different types of dance	<b>Exercise and the Body:</b> -They will investigate the heart and its role during exercise and the need to warm up before exercise	<b>Gymnastics:</b> -Students will improve the quality of movement when practicing gymnastic movements	
<b>Skills</b>	<b>All</b>	-Consistently track an object -Show some accuracy when propelling an object -Attempts to hit the ball with some accuracy -Throw a range of implements into a target area -Use skills for different games -Adapts own movement and patterns after watching others	-Show an awareness' of others -Intercept the basketball -Bounce the basketball in a variety of ways -Throw and catch the basketball -Take part in a basketball game -Is able to show some accuracy when shooting	-Describe what they did to solve a problem -Describe their own role in activities -Explain some rules to another person -Work with a partner to achieve a common goal	-Move different directions -Use different parts of body -Copy simple movement patterns -Select appropriate movements -Repeat a sequence of movements -Say what they like about their performance	-Aware of changes to heart after exercise -Aware of changes in their breathing during and after exercise -Knows some food is bad/good for them -Name the parts of the body -Recognises changes to body after exercise	-Can travel in a variety of ways, rolling, jumping etc. -Show control and coordination -Have sound jumping and landing techniques -Link two short movements in gymnastics -Say what they liked about their performance
	<b>Most</b>	-Use descriptive language -Work cooperatively when improving technique -Aim for accuracy at target -Plan actions to ensure success -Use skills to make progress towards a goal -Describe their own or others performance	-Move fluently within a space and avoid collisions -Sets appropriate goals -Show accuracy when shooting at the goal -Demonstrates ways to defend -Work with a partner to achieve a common goal -Pass and catch consistently	-Describe what they observe -Describe a performance accurately -Listen to the children's ideas about what makes it difficult for them to play -Understand the purpose of the activity	-Move expressively and clearly -Have an appropriate starting and controlled finishing position -Change speed and direction -Perform a short dance	-Know why their heart beats faster -Know they need to warm up and cool down -Recognise the physical demands of the task -State if their body is at rest/warmed up/ hot due to exercise	-Can use and explore at least two apparatus in a variety of ways -Use shapes and balance when performing a skill -Take off and land with control -Can demonstrate 5 jumping and landing techniques
	<b>Some</b>	-Use own assessment to modify work -Identify what needs improving and how it may be achieved -Understand the process in improving performance	-Uses descriptive language -Consistently intercept and stop an object -Pass the ball with control -Dribble the ball with control -Describe what they observe in a performance accurately	-Show an awareness of others in their group -Identify leadership qualities in others -Identify what needs improving and how it may be achieved	-Dance to illustrate a theme -Explore ideas based on a theme -Change level direction and pace of dance -Describe a performance accurately -Compare two performances	-Carry out warm up activities/stretching -Record whether their body is at rest/warmed up/ hot - Observe their heart rate is slowing when they rest -Describe simply how they warm up/cool down -Identify when their body is warmed up appropriately	-Change level direction and pace during a gym routine -Combine different jumps/moves with control -Choose movements to make their own beginning, middle and end -Describe a performance accurately

Year 9	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E	
<b>Content</b>	<b>Healthy lifestyles:</b> -Using imaginative ways to express and communicate ideas when designing an individual healthy lifestyle plan and when overcoming problems and challenges	<b>RFU- Rugby Coaching:</b> -Develop physical and tactical skills related to rugby: Gain knowledge of rugby language and skills and have the opportunity to put into practice in a variety of game settings	<b>Teams &amp; Tournaments:</b> -Students will learn to work in a team and devise strategies and tactics and discover how these can be used to beat the opponent or team	<b>Evaluating &amp; Improving:</b> -Through tag rugby students will learn to work together to achieve a common goal	<b>Summer Sports:</b> -The sports chosen for this unit will be Cricket, Volleyball, Softball or T ball	<b>Outdoor Adventurous Activity:</b> -In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges	
<b>Skills</b>	<b>All</b>	-Carry out warm up activities and stretching -Observe changes to their heart rate slowing to rest -Describe in simple terms how they warm up/cool down -Link breathing heartbeat and temperature -Create a lifestyle plan	-Pass the ball in a variety of ways -Pass and control the ball -Take part in a rugby game - Shows some accuracy when shooting at a goal -Can show control and accuracy -Understand the idea of aiming	-Explain some rules to another person -Decide where and when to run -Know how to score in games -Work with a partner/team to achieve a common goal	-Work cooperatively to achieve a common goal -Explore ideas based on a theme -Plan actions to ensure success -Recognise what is successful -Use information to improve own performance	-Aim for accuracy -Explore different ways of sending a ball -Bowl underarm accurately -Strike a ball with intent -Understand purpose of activity -Plan where to stand to make it difficult for the opponent	-Work with a partner to achieve a common goal -Follow a simple marked trail -Know what clothing is appropriate for a camping trip -Identify risks when using camping equipment
	<b>Most</b>	-Describe how physical activity can keep them fit and healthy -Show an understanding of warming up -Create a lifestyle plan which identifies how to improve their lifestyle	-Recognise the demands of the task -Consistently tackle and win the ball -Show accuracy when passing the ball -Demonstrates ways to defend -Passes the ball consistently	-Position self to cause problems for the opponent -Plan where to send ball to make it difficult for the opponent -Listen to others ideas about what makes it difficult for them to play -Know and explain rules of a game/tournament	-Describe differences in performances/skill -Know the need to focus on technique -Understand the process involved in improving a performance/skill -Identify what needs improving and how it can be achieved.	-Use rules and keep playing without dispute -Use different bowling methods -Position body correctly when batting -Hit the ball in an intended direction -Hit a ball with purpose	-Identify skills they used to be able to work with a partner to achieve a common goal. ( -Identify where they are on a trail -Travel to and from objects & locations -Know how to use camping equipment safely
	<b>Some</b>	-Is independent when warming up and can select appropriate activities -Create a detailed lifestyle plan which is practical and applicable to student	-Use skills to keep possession and control of ball in a game -Consistently intercept and tackle successfully -Scores tries -Use information to improve performance	-Cooperate and make constructive contribution -Identify what they do to beat competition -Identify good players and say why they are good -Uses own assessment to modify team tactics	-Offer constructive ideas when working with a partner -Have a clear idea about what they have achieved -Recognise the importance of planning	-Keep to the rules of the game -Select the appropriate skill to use when playing cricket, volleyball and softball -Use different types of hitting techniques in cricket/softball or shots in volleyball.	-Identify skills they used and say why they are good when working with a partner -Identify risks and can use camping equipment safely -Read maps & plans -Identify dangers in relation to a camping trip

<b>Year 10</b>	<b>Autumn (A&amp;B) Spring (C&amp;D) Summer (E&amp;F)</b>	
<b>Content</b>	<p><b>Qualification: NCFE in Sports Coaching Certificate (Level 1) (Level 2)</b>  <b>Title: Taking Part in Sport</b>  <b>Unit: 4</b>  This unit is for learners to participate in a range of different sports, so that they gain experience in the necessary skills and requirements.  <b>Autumn Term:</b> BMX and Hockey  <b>Spring Term:</b> Rugby  <b>Summer Term:</b> Golf  -Pupils will be reviewing their strengths in performance in all the activities by using peer and self-assessment  -Pupils will identify their own areas for improvement in all the activities by using peer and self-assessment</p>	
<b>Skills</b>	<b>All</b>	<ul style="list-style-type: none"> <li>-Dressing appropriately for the individual and team sport</li> <li>-Following the rules of the and team individual sport</li> <li>-Using basic skills and techniques in different individual and team sports</li> <li>-Using sports equipment in different sports</li> <li>-Demonstrating safe practice</li> <li>-Identify own strengths when participating in sport</li> <li>-Identify areas for improvement</li> </ul>
	<b>Most</b>	<ul style="list-style-type: none"> <li>-Supporting other members of the team</li> <li>-Officiating in small sided games</li> <li>-Coaching in small sided games</li> <li>-Using more developed skills and techniques in different individual and team sports</li> <li>-Describing own strengths when participating in sport</li> <li>-Describing areas for improvement</li> </ul>
	<b>Some</b>	<ul style="list-style-type: none"> <li>-Supporting team members with coaching points to improve their performance</li> <li>-Officiating in full sided games</li> <li>-Coaching in full sided games</li> <li>-Using complex skills and techniques in different individual and team sports</li> <li>-Evaluate own strengths when participating in sport and suggest ways further develop strengths</li> <li>-Evaluate areas for improvement and implement ways to improve performance</li> </ul>

Year 11		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
<b>Content</b>		<p><b>Qualification: NCFE in Sports Coaching Certificate (Level 1) (Level 2)</b>  <b>Title: Taking Part in Exercise and Fitness Activities</b>  <b>Unit: 6</b></p> <p>-This unit gives pupils the opportunity to take part in a range of different types of exercise and fitness activities to improve their own fitness</p>	<p><b>Qualification: NCFE in Sports Coaching Certificate (Level 1) (Level 2)</b>  <b>Title: Taking Part in Exercise and Fitness Activities</b>  <b>Unit: 6</b></p> <p>-Develop fitness and skills through football related fitness drills</p>	<p><b>Qualification: NCFE in Sports Coaching Certificate (Level 1) (Level 2)</b>  <b>Title: Planning Own Fitness Programme</b>  <b>Unit: 12</b></p> <p>-Pupils will develop personal fitness by preparing and taking part in their own personal fitness programme</p>	<p><b>Qualification: NCFE in Sports Coaching Certificate (Level 1) (Level 2)</b>  <b>Title: Physical Activities for Children</b>  <b>Unit: 18</b></p> <p>-Pupils will find out about, plan and prepare different types of physical activities suitable for children</p>		
<b>Skills</b>	<b>All</b>	<ul style="list-style-type: none"> <li>-Pupils must identify at least two indoor and two outdoor activities</li> <li>-Pupils are required to actively take part in two different exercise and two different fitness classes/session</li> <li>-Pupils are required to review their performance</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils to participate in developing football skills</li> <li>-Take part in fitness tests</li> <li>-Take part in moderate intensity football related fitness activities</li> <li>- Identify strengths in performance</li> <li>-Identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils will be able to describe components of fitness</li> <li>-Pupils to take part in a range of fitness tests</li> <li>-In pairs, pupils will consider case studies and how barriers to exercise can be overcome</li> <li>-Identify at least 3 components of fitness</li> <li>-Pupils will design their own fitness programme with a focus of at least 1 component of fitness</li> <li>-Pupils will be able to identify weakness from previous task and design programme to improve weaknesses and set goals</li> <li>-Pupils will be able to self-assess their own performance in fitness and exercise activities</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils will provide information on physical activities for children 0-3 and 3-5 years in the form of a PowerPoint presentation</li> <li>-In pairs pupils will discuss scenarios provided by the teacher of safe and unsafe physical play situations</li> <li>-Pupils will be able to devise a way of recording their personal skills</li> <li>-Pupils will practise preparing and setting up physical activities for children</li> <li>-In pairs will be able to deliver their planned physical activities to their peers</li> <li>-Pupils will be able to prepare a basic lesson plan</li> <li>-Identify areas for improvement</li> </ul>		
	<b>Most</b>	<ul style="list-style-type: none"> <li>-Pupils to describe different fitness classes and what each entails.</li> <li>-Pupils to describe at least two indoor and two outdoor activities</li> <li>-Pupils are required to review their performance</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils to take part in a range of fitness tests</li> <li>-Take part in high intensity football related fitness activities</li> <li>- Describe strengths in performance</li> <li>-Describe areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>-Describe at least 3 components of fitness</li> <li>-Pupils will design their own fitness programme with a focus of at least 2 component of fitness</li> <li>-Be able to set a training programmes which demonstrate their understanding of the components of fitness they will develop</li> <li>-Pupils we be able to identify at least four barriers which relate to their own fitness programme and how these will be overcome</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils will be able to present information on physical activities for children 0-3 and 3-5 years in the form of a PowerPoint presentation to the tutor.</li> <li>-Pupils practise preparing and setting up physical activities for children in a small group with minimal support</li> <li>-Pupils will be able to lead their physical activities with some support</li> <li>-Pupils will be able to prepare a basic lesson plan with some detail</li> <li>-Pupils will be able to plan and lead at least 2 different activities</li> <li>-Provide constructive feedback to peers</li> </ul>		
	<b>Some</b>	<ul style="list-style-type: none"> <li>-Pupils will be able to describe different fitness classes and explain what each entails.</li> <li>-Pupils will be able to review their performance and to</li> </ul>	<ul style="list-style-type: none"> <li>-Identify what they need to practice and find difficult</li> <li>-Set S.M.A.R.T goals</li> <li>-Give an explanation about strengths in performance</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils will design their own fitness programme with a focus of at least 3 component of fitness</li> <li>-Pupils will be able to set training programmes that demonstrate their understanding of different rates of intensity</li> <li>-Identify and explain all the components of fitness</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils will be able to present information on physical activities for children 0-3 and 3-5 years in the form of a PowerPoint presentation to the class.</li> <li>-Pupils will be able to produce a detailed lesson plan</li> <li>-Pupils will be able to deliver their lesson plan independently to</li> </ul>		

		<p>explain own strengths and weaknesses areas for improvement</p>	<p>-Describe areas for improvement and explain how you will adapt their training for improvement in performance</p>	<p>-Explain which components of fitness their training programme is focused on developing and why          -Pupils will describe strengths and area for improvement and makes alterations to programme</p>	<p>younger pupils          -Pupils will be able to plan and lead at least 3 different activities          -Provide constructive feedback to peers and suggest ways to improve</p>
--	--	---	---	--	---