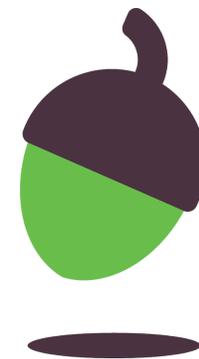


# Physical Education

## Secondary: Key Stage 3

Curriculum plan 2020-21



**OAK**  
NATIONAL  
ACADEMY

# 1. Curriculum principles

Our aim is to help all pupils continue to access Physical Education (PE) if they or their teacher cannot attend school. We have provided a comprehensive bank of both stand-alone PE lessons, alongside full units of work should a pupil or teacher be absent from school for a sustained period of time.

The lessons produced aim to be fun, engaging and developmental. They have largely been developed so they can be accessed in an indoor environment with no specialised equipment. Learning is focussed on developing both physical and cognitive skills and is sequenced and scaffolded. Each activity can be adapted to accommodate the learning needs of the individual pupil, and to increase and decrease the difficulty of each task. Deliberate practice is built into each lesson to allow pupils time to secure learning.

It is vitally important that pupils continue to access physical activity, and we encourage all pupils to be physically active for a minimum of thirty minutes-a-day. These PE lessons will help provide structure and learning to help achieve both physical and personal outcomes.

The Oak PE curriculum will provide opportunities for all pupils to develop their physical confidence and competence in a way that supports their health and fitness. Opportunities are also provided for pupils to develop life skills and build character.

The Oak PE curriculum will aim to help pupils to;

- develop a confidence and love of moving
- learn through moving



- develop competence in a broad range of physical activities
- be physically active for sustained periods of time
- enjoy and experience daily physical activity including personal competition
- understand how physical activity impacts on mental health and cognitive performance as well as physical health
- lead healthy active lives
- develop essential life skills and resilience

## **Coherence and flexibility**

This PE curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit. Schools can teach the units of this curriculum in any order, although a suggested sequence of lessons for each unit has been provided which best supports progression, both in terms of knowledge and physical skills. Lessons can be taught as stand-alone too.

## **Knowledge organisation**

The units and proposed sequence of learning are organised around key themes or activities. These start with developing a knowledge and understanding of health and wellbeing, and skills that underpin being able to independently lead a healthy active lifestyle. The curriculum includes a range of different types of activity to ensure the learning is broad and balanced. The units allow teachers to select the most relevant activity to support /



complement the learning which is currently being delivered within their school PE curriculum. This is to ensure that all pupils can still access and experience the planned learning.

For some lessons a learner card is provided to minimise potential barriers to accessing the lesson, these can be accessed electronically and, if required, printed off.

## Knowledge selection

Decisions about knowledge selection have been guided by a) knowledge and skills that underpin the subject, b) commonly delivered units within the subject, and c) the national curriculum at all key stages and DfE guidance remove or reference this DfE part-not sure what it is.

Content has been selected for this curriculum that enables pupils to transfer learning and skills from one activity to another. All activities can be carried out safely within a pupil's home environment.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they revisit / reinforce prior knowledge, understanding and skills they need to succeed in the next phase.

## Inclusive and ambitious

Lessons are structured to allow all pupils to experience success. Most lessons have STEP (Space, Task, Equipment, People) principles built-in to support adapting the lesson to meet the pupils needs and environment. This includes making the **space** larger or smaller, altering the **task** to make it less or more challenging or putting in a condition



like a **time** constraint, using different **equipment** and altering the number of **people** involved (although this is the least likely possibility if home learning).

Tasks are created that build on success and thus provide pupils with the motivation to keep learning more. The intention is that pupils can take responsibility for their learning, have the confidence and competence to find an activity that they enjoy and that ultimately helps them to engage in healthy active lifestyles.

## Pupil engagement

This PE curriculum develops pupils' physical and personal skills through a sequence of lessons that can also be extracted as 'one-off lessons'. Each lesson will contain clear explanations and where appropriate a demonstration of a physical skill and will contain regular pause points for each pupil to complete the task and to practice the skill required (deliberate practice). Teachers will provide key teaching and learning points for pupils to focus on and questions will be posed to check pupils learning. Model answers will be provided and some lessons have a quiz for pupils to check their own learning.

## Motivation through education

Through careful selection of activities, themes and well planned lessons, pupils should realise the intrinsic value of PE in terms of physical, social, emotional and cognitive development. The intention is that pupils have the desire to; Go beyond each lesson; continue to improve their skill level, improve their health and fitness, and continue to develop life skills and build their character. All accumulating in an increased motivation to do more physical activity.



## A curriculum of quality

The PE curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between developing physical skills, thinking skills, personal skills and experiencing competition. The curriculum will help pupils understand what makes a performance effective, and how they can apply these principles to their own and others' work. Pupils should be helped to develop the knowledge (including key principles and language around health and fitness as a golden thread), confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Within the confines of working independently pupils will

- develop their physical literacy, the fundamental movement skills and a range of sports skills and strategies to overcome opponents (a focus on the strategy if not the execution)
- consider the variety of ways we can be active for 60 minutes a day
- explore the importance of exercise to physical and mental health
- work alone to improve and solve problems
- practice some of the technical elements of the activity area including any underpinning knowledge
- analyse their own performances to help them to improve
- work towards developing the confidence/skills to be able to take part in competitive sports and activities outside school through community links or sports clubs (this will not be the focus of the lessons but the learning experiences will keep them on this track)



## 2. Subject structure overview

None of the units below require any prior knowledge.

| Year:             | Unit title:  | Unit length: | Equipment:  |
|-------------------|--|--------------|---|
| Lower Key Stage 3 | <b>Health related exercise activity:</b> Components of fitness   | 6 lessons    | Items to jump over e.g. teddy, cushion.<br>Socks or string/rope, t shirt, timing device – phone/click/watch |
|                   | <b>Dance activity:</b> An introduction to choreographic processes, devices and intention, performing set choreography and devising of individual work. | 6 lessons    | Device to play music  |
|                   | <b>Games activity:</b> Developing fundamental and transferable skills  | 6 lessons    | Toilet roll<br>Umbrella<br>Longer Tub/ piping e.g. vacuum cleaner tube                                      |
|                   | <b>Athletic activity:</b> Acquiring techniques   | 6 lessons    | Toilet rolls, laundry basket/bucket, towels/ties/string, tape measure or piece of string                    |
|                   | <b>Outdoor and adventurous activity:</b> Following instructions and problem solving skills   | 6 lessons    | Household objects<br>Tray<br>Small bouncing ball<br>Socks<br>Table<br>Toilet roll/kitchen roll tubes        |



|                   |   |           |   |
|-------------------|---|-----------|---|
|                   |   |           | Clock/timing device – phone   |
| Upper Key Stage 3 | <b>Health related exercise (HRE) activity:</b><br>Personalised fitness  | 6 lessons | Items to jump over e.g. teddy, cushion<br>Socks or string/rope, t shirt, timing Device – phone/click/watch                          |
|                   | <b>Dance activity:</b> Developing the use and application of appropriate Action, Space and Dynamics linked to the intention of seeing ‘below the surface’ | 6 lessons | Device to play music  |
|                   | <b>Games activity:</b> Analysing and improving performance  | 6 lessons | Toilet roll umbrella<br>Longer Tub/ piping e.g. vacuum cleaner tube   |
|                   | <b>Athletic activity:</b> Developing power, strength and speed  | 6 lessons | Toilet rolls, laundry basket/bucket, towels/ties/string, tape measure or piece of string  |
|                   | <b>Outdoor and adventurous activity:</b> Developing critical thinking   | 6 lessons | Household objects<br>Tray<br>Small bouncing ball<br>Socks<br>Table<br>Toilet roll/kitchen roll tubes<br>Clock/timing device – phone |



### 3. Suggested sequence

The table below contains information about the areas of activity included in the Oak PE curriculum. The areas of activity can be taught in any order to coincide with each school's curriculum map. Lessons within each unit are sequenced and progressed.

| <b>Year group</b> | <b>HRE</b>   | <b>DANCE</b>    | <b>GAMES</b>   | <b>OAA</b>  | <b>ATHLETICS</b>                               |
|-------------------|--|-----------------|--|-------------|--|
| <b>7/8</b>        | Components of fitness  | Smartphone Apps | Fundamental skills for games   | Coming soon | Acquiring fundamental athletic movement skills |
| <b>8/9</b>        | Fundamental components of fitness correlated to sports performance | Infra           | Understanding what makes a performance effective and how to apply these principles | Coming soon | Development and application of athletic skills |



## 4. Unit specifics

### Health related exercise (HRE) 1

| Lesson | Core content / Learning Objectives   | Key Vocabulary  | Equipment required   |
|--------|--|---|--|
| 1      | <p>Muscular Endurance – shadow boxing/martial arts/circuit training</p> <ul style="list-style-type: none"> <li>To be able to perform and reproduce the basic shadow boxing/martial art techniques; to understand how to build a basic circuit focussed on improving muscular endurance</li> <li>Overcoming personal challenge, knowledge of basic anatomy</li> </ul> | <p>Muscular endurance<br/>Circuit training<br/>Abdominals, deltoid, triceps brachii, quadriceps, gluteals</p>   | <p>No specific requirements/2m hallway (clearance)</p>   |
| 2      | <p>Power/ plyometrics</p> <ul style="list-style-type: none"> <li>To be able to replicate some basic plyometric movements; to understand the basic concepts of plyometric training</li> <li>Resilience, knowledge of basic anatomy</li> </ul>   | <p>Agility, coordination, balance, plyometrics, eccentric muscle contraction, stretch reflex, quadriceps, gastrocnemius, pectorals, triceps brachii</p> | <p>Item to jump over (trainer/teddy bear/pillow) /2m hallway (clearance), normal ceiling height, bottom step of stairs</p> |
| 3      | <p>Agility – Ladder type SAQ drills</p>  | <p>Speed, agility, gastrocnemius,</p>   | <p>Something to mark lines on floor i.e.</p>   |



|   |   |  |   |
|---|---|--|---|
|   | <ul style="list-style-type: none"> <li>To understand the term agility. Demonstrate the ability to reproduce agile movements.</li> <li>Concentration, focus, self-motivation</li> </ul>  | tibialis anterior, coordination, multidirectional, planes of movement – Sagittal and Frontal | Socks/wool/string etc./2m hallway (clearance)                                       |
| 4 | <p>Balance – Yoga/gymnastics</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to maintain stability of the body. Understand the concept of centre of gravity and how it can be placed outside of the body.</li> <li>Perseverance, overcoming personal challenges, stress management.</li> </ul>                                 | Core stability, muscular endurance, balance  | No specific requirements/2m hallway (clearance)                                     |
| 5 | <p>Speed – Sprint training/interval training</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to move the body over a distance over a short time. Understand that speed is defined as distance covered per unit of time.</li> <li>Overcoming personal challenge, self-motivation</li> </ul>                                     | Speed, agility, power, balance, reaction time, coordination                                  | Something to use as markers e.g. T-shirt, phone to time self/2m hallway (clearance) |
| 6 | <p>Cardiovascular Endurance – continuous training</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to sustain continuous physical activity for a prolonged period of time. To understand the role of oxygen in sustaining physical activity.</li> <li>Short &amp; long-term effects of exercise.</li> <li>Resilience</li> </ul> | VO2max, fatigue, responses, adaptations, stamina, oxygen, heart rate                         | Something to use as markers e.g. T-shirt/2m hallway (clearance)                     |



## Health related exercise (HRE) 2

| Lesson | Core content / Learning Objectives  | Key Vocabulary  | Equipment required  |
|--------|---|---|---|
| 1      | Using heart rate in training <ul style="list-style-type: none"> <li>● To be able to measure heart rate, calculate training zones and track heart rate throughout exercise</li> <li>● Overcoming personal challenge, knowledge of basic anatomy</li> </ul>   | Muscular endurance, Circuit training, Abdominals, deltoid, triceps brachii, quadriceps, gluteals etc. Responses and adaptations. Intensity. VO2Max. Training Zone | No specific requirements/2m hallway (clearance) something to act as a marker (shoe/t-shirt).              |
| 2      | Resistance training – Strength & muscular endurance <ul style="list-style-type: none"> <li>● To be able to replicate some basic resistance exercises; to understand the basic concepts of strength and muscular endurance training – sets/reps/weight.</li> <li>● Resilience, knowledge of basic anatomy</li> </ul> | Quadriceps, gastrocnemius, pectorals, triceps brachii, biceps brachii, gluteals, strength, muscular endurance, resistance   | Rucksack or bag, food cans, chair/bottom step of stairs; 1.5m hallway (clearance), normal ceiling height. |



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| 3 | <p>Aerobics – Cardiorespiratory fitness</p> <ul style="list-style-type: none"> <li>• To understand the term Cardiorespiratory fitness/VO2Max. Demonstrate the ability to reproduce sustained periods of exercise.</li> <li>• Perseverance, self-motivation, overcoming personal challenge</li> </ul> | <p>Responses and adaptations.<br/>Intensity.<br/>VO2Max.<br/>Training Zone</p>                     | <p>something to use as markers e.g. t-shirt, phone to time self/2m hallway (clearance)</p>   |
| 4 | <p>Power and speed – Plyometrics/intervals HIIT</p> <ul style="list-style-type: none"> <li>• To be able to replicate some plyometric and speed movements; to understand the basic concepts of plyometric and interval training</li> <li>• Resilience, knowledge of basic anatomy</li> </ul>          | <p>Tabata, HIIT, FITT, eccentric muscle contraction, stretch reflex, quadriceps, gastrocnemius</p> | <p>Item to jump over (trainer/cushion/pillow) /2m hallway (clearance), normal ceiling height, bottom step of stairs.</p>                           |
| 5 | <p>Demonstrate the ability to replicate and measure basic fitness tests</p> <ul style="list-style-type: none"> <li>• Understand why it is important to measure fitness.</li> <li>• Overcoming personal challenge, self-motivation</li> </ul>   | <p>Speed, agility, power, balance, reaction time, flexibility, reliability</p>                     | <p>Stopwatch on phone, something to act as a marker (shoe/t-shirt), tape measure (but not essential).</p>  |
| 6 | <p>Plan a personalised circuit based on previous testing.</p> <ul style="list-style-type: none"> <li>• Carry out personalised circuit training based on goals</li> <li>• Short &amp; long-term effects of exercise</li> <li>• Resilience</li> <li>• Lifestyle choices</li> </ul>                     | <p>VO2max, fatigue, responses, adaptations, stamina, goals, oxygen, heart rate</p>                 | <p>Something to use as markers e.g. t-shirt, stopwatch on phone, item to jump over (trainer/cushion/pillow) ruck sack or bag, food cans, chair</p> |



|  |  |  |                            |
|--|--|--|----------------------------|
|  |  |  | /2m hallway<br>(clearance) |
|--|--|--|----------------------------|

## Games 1

| Lesson | Core content / Learning Objectives   | Key Vocabulary   | Equipment required  |
|--------|--|--|---|
| 1      | Hand-eye coordination (Netball) <ul style="list-style-type: none"> <li>To demonstrate processing of visual input to guide hand and arm movement, reaching and grasping in sport</li> <li>Decision making, resilience, personal challenge</li> </ul>                | Footwork, prediction of flight path, positioning, coordination, visual input               | Ideally a ball, can be a cushion, teddy bear, toilet roll |
| 2      | Foot-eye coordination (Football) <ul style="list-style-type: none"> <li>To demonstrate processing of visual input to guide leg and foot movement, kicking and foot control in sport.</li> <li>Decision making, coping with pressure, personal challenge</li> </ul> | Flight path, parabola, positioning, coordination, balance, visual input                    | Ideally a ball, can be a cushion, teddy bear, toilet roll |
| 3      | Moving in sport (Rugby) <ul style="list-style-type: none"> <li>To demonstrate the correct movement whilst in possession of the ball.</li> <li>Decision making, problem solving.</li> </ul>   | Grip, carrying, side-step, faint, coordination, balance, agility, schema, motor programme. | Ideally a ball, can be a cushion, teddy bear, toilet      |



|   |   |  |  |
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| 4 | <p>Whole body coordination (Basketball)</p> <ul style="list-style-type: none"> <li>• Demonstrate movement patterns that coordinate legs movements and arm movement in a sporting context.</li> <li>• Coping with pressure, resilience, independence</li> </ul>                        | <p>Coordination, balance, agility, peripheral vision, schema, motor programme, preparation, execution, follow through.</p>                                     | <p>Ideally a ball, can be a cushion, teddy bear, toilet roll.</p>  |
| 5 | <p>Decision making (Hockey/Volleyball)</p> <ul style="list-style-type: none"> <li>• Demonstrate the correct choice of movement based on the situation the performer is in</li> <li>• Decision making, coping with pressure, resilience, problem solving, fluency of ideas.</li> </ul> | <p>Flight path, pace, prediction, spatial anticipation, temporal anticipation, reaction time.</p>  | <p>Ideally a ball, can be a cushion, teddy bear, toilet roll, umbrella, longer piping (vacuum handle).</p> |
| 6 | <p>Overcoming opponents (handball)</p> <ul style="list-style-type: none"> <li>• Demonstrate how to outwit an opponent in a sporting situation.</li> <li>• Decision making, coping with pressure, resilience, problem solving, tactics and strategies</li> </ul>                       | <p>Dummy, fainting, faking, overload, coordination, balance, agility, information processing, working memory, selective attention, tactics and strategies.</p> | <p>Ideally a ball, can be a cushion, teddy bear, toilet roll.</p>  |



## Games 2

| Lesson | Core content / Learning Objectives  | Key Vocabulary   | Equipment required                                |
|--------|---|--|---|
| 1      | Throwing and catching (Striking and Fielding) <ul style="list-style-type: none"> <li>To demonstrate accurate catching technique, demonstrate the correct throwing technique</li> <li>Decision making, resilience, personal challenge, motivation.</li> </ul>    | Footwork, prediction of flight path, positioning, coordination, visual input, accuracy | Tennis ball/ball of socks                         |
| 2      | Hand eye-coordination (Tennis) <ul style="list-style-type: none"> <li>To demonstrate processing of visual input to guide arm movement to produce basic tennis strokes</li> <li>Decision making, coping with pressure, personal challenge, motivation</li> </ul> | Flight path, parabola, positioning, coordination, balance, visual input, accuracy      | Frying pan/ball of socks/tennis ball              |
| 3      | Moving a sporting implement (Hockey) <ul style="list-style-type: none"> <li>To demonstrate the correct movement of the ball using equipment</li> <li>Decision making, problem solving, resilience, personal challenge.</li> </ul>                               | Grip, coordination, balance, agility, schema, motor programme                          | Umbrella/vacuum handle, ball of socks/tennis ball |
| 4      | Linking skills (Basketball) <ul style="list-style-type: none"> <li>To demonstrate movement patterns that coordinate combining different skills in a sporting context</li> </ul>   | Coordination, balance, agility, peripheral   | Ideally a ball, can be a cushion, toilet roll     |



|   |   |   |   |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>• Coping with pressure, resilience, independence, personal challenge</li> </ul>  | vision, schema, motor programme, preparation, execution, follow through.  |   |
| 5 | <p>Reacting to a situation (netball)</p> <ul style="list-style-type: none"> <li>• To demonstrate the correct choice of movement based on the situation the performer is in</li> <li>• Decision making, coping with pressure, resilience, problem solving, fluency of ideas, co-operation</li> </ul> | Cues, prediction, spatial anticipation, temporal anticipation, reaction time  | Ideally a ball, can be a cushion or a toilet roll |
| 6 | <p>Outwitting opponents (football)</p> <ul style="list-style-type: none"> <li>• To demonstrate how to outwit an opponent in a sporting situation.</li> <li>• Decision making, coping with pressure, resilience, problem solving, tactics and strategies, co-operation</li> </ul>                    | Counter- attack, overload, coordination, balance, agility, information processing, working memory, selective attention, tactics and strategies. | Ideally a ball, can be a cushion or a toilet roll |



# Dance 1

| Lesson | Core content / Learning Objectives   | Key Vocabulary   | Equipment required  |
|--------|--|--|---|
| 1      | <p>Safe dance practise:</p> <ul style="list-style-type: none"> <li>● To demonstrate the ability to conduct a thorough and effective dance-specific warm up that includes the following phases:</li> <li>● To create an activity suitable for one of the phases.</li> <li>● To take part in technical exercises and assess individual areas of strength and limitations in relations to physical skills.</li> <li>● Devise an activity that would help show improvement in a chosen skill.</li> <li>● Focus, resilience, self-awareness, self discipline</li> </ul> | <p>Anatomy: spine, quadriceps, hamstrings, core – abdominals<br/>shoulders, knees, hips, ball and socket, hinge</p> <p>Physiology: heart-rate, cardiovascular, core temperature, circulation</p> <p>Mentally aware/alert</p> <p>Safe-practise<br/>Systematic repetition</p> <p>Alignment, Posture, Flexibility, Strength, Stamina, Coordination, Mobility, Control, Extension Mobility</p> | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.</p> <p>Suitably clothed, and no socks if working on a slippery surface</p> |
| 2      | <p>Accurate replication of taught phrase</p> <ul style="list-style-type: none"> <li>● To demonstrate the ability to replicate a taught phrase linked to functions of an app on phone e.g. scrolling, swiping, tapping etc</li> <li>● Focus, resilience, self-discipline, critical thinking</li> </ul>  | <p>Theme: Swipe, Zoom, Drag, Scroll, Tap</p> <p>Physical Skills, control, extension, isolation, coordination, mobility</p>   | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped into.</p>   |



|   |   |  |  |
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|   |   |  | Suitably clothed, no socks if working on a slippery surface.   |
| 3   | <p>Use and application of Action, Space and Dynamics</p> <ul style="list-style-type: none"> <li>• To use the process of developing work to add more complexity and interest to the work.</li> <li>• Use the choreographic device of Motif and Development.</li> <li>• Decision making, problem solving, focus</li> </ul>  | <p>Action – What<br/>Space – Where<br/>Dynamics – How</p> <p>A jump, turn, travel, gesture,<br/>Transference of weight,<br/>Stillness<br/>Re-order, addition<br/>S Levels, directions, facings,<br/>Size<br/>D Speed, weight, energy,<br/>Flow</p> | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.</p> <p>Suitably clothed, and no socks if working on a slippery surface.</p> |
| <ul style="list-style-type: none"> <li>• 4</li> </ul> | <p>Creating an original social media dance phrase</p> <ul style="list-style-type: none"> <li>• To demonstrate the ability to create a 15 second dance phrase – similar to that of those seen on TikTok or Instagram reels.</li> <li>• Convey positive self-image/message through choice of music/appropriate choice of actions, variety in dynamics and using a restricted space</li> <li>• Decision making, problem solving, self-discipline, focus</li> </ul> | <p>Gesture, dynamics, energy, flow, space, action, coordination control, creativity</p>  | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.</p> <p>Suitably clothed, and no socks if working on a slippery surface.</p> |



|   |  |   |   |
|---|--|---|---|
| 5 | <p>Look at cyberbullying as a choreographic intention. To show narrative within our work.</p> <ul style="list-style-type: none"> <li>• Being able to use a concept or idea as a starting point for creating movement.</li> <li>• Create a narrative phrase that shows cyber-bullying from one view point</li> <li>• Resilience, empathy for others, self-awareness, self-discipline, emotional intelligence. Conduct online and be safe</li> </ul> | <p>Cyber-bullying, keyboard, power, Action, Space, Dynamics, Retrograde, Re-order, Fragmentation, Change body part, Addition, Subtraction<br/>Narrative</p>   | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.<br/>Suitably clothed, and no socks if working on a slippery surface</p>  |
| 6 | <p>Dynamic and expressive skills</p> <ul style="list-style-type: none"> <li>• Using existing material from other lessons, or from phrases given, explore how using different video effects on a phone app can impact on our expressive skills.</li> <li>• Use the functions of editing software in apps to change the way our material looks.</li> <li>• Decision making, problem solving, focus</li> </ul>  | <p>Attitudes: Lazy, excited, frightened, frustrated.<br/>Functions: speed up, reverse, slow down, boomerang, flip<br/>Dynamics: fast, slow, sustained, jerky, fluid<br/>Expressive skills: focus, timing, facial expression</p> | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.<br/>Suitably clothed, and no socks if working on a slippery surface.</p> |

## Dance 2

| Lesson | Core content / Learning Objectives   | Key Vocabulary   | Equipment required   |
|--------|--|--|--|
| 1      | <p>Safe Dance Practise and introduction to technique</p> <ul style="list-style-type: none"> <li>• To demonstrate an awareness of safe dance practise and awareness of technique</li> <li>• To identify strengths and limitations and work to bridge the gap between them.</li> </ul> | <p>Strength, Core-stability, posture, alignment, flexibility, coordination, extension, mobility.</p> | <p>Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to.</p> |



|   |   |  |   |
|---|---|--|---|
|   | <ul style="list-style-type: none"> <li>• Warm up and technique- based lesson introducing and developing fundamentals of basic Ballet training.</li> <li>• Focus, self-awareness, self-discipline, problem solving</li> </ul>  | Parallel, first position, second position, plie, rise, point, elongate   | Suitably clothed, and no socks if working on a slippery surface   |
| 2 | <p>Introduction to Infra and Wayne MacGregor’s approach to abstracting alignment and choreographic style/approach</p> <ul style="list-style-type: none"> <li>• To demonstrate the ability to abstract and ‘distort’ recognised movement and explore attention to dynamics in choreography.</li> <li>• To develop a taught phrase using McGregor’s techniques in pushing physicality.</li> <li>• To review the effectiveness of choreographic choices</li> <li>• Independence, creativity, problem solving, decision making, resilience, risk taking, critical thinking</li> </ul> | Posture, alignment, physicality, hyper-extension, Shaping, body line, angular, sharp, Show, make, task. Action, Space, Dynamics, Recreate, version, adapt, distort             | Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to. Suitably clothed, and no socks if working on a slippery surface |
| 3 | <p>Creating and developing movement material using pedestrian movement</p> <ul style="list-style-type: none"> <li>• To demonstrate the ability to create a short phrase based on a piece of poetry that provided the stimulus for Infra.</li> <li>• To explore pedestrian movement qualities. To develop the material through appropriate and varied choices of uses of Action, Space and Dynamics.</li> </ul>  | “Under the brown fog of a winter dawn. / A crowd flowed over London Bridge, so many.” T.S. Eliot: The Wasteland<br>Walk, look, hurry, stop, go, pause, Repeat, reorder Re-size | Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to. Suitably clothed, and no socks if working on a slippery surface |



|   |   |  |   |
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|   | <ul style="list-style-type: none"> <li>To identify strengths in work and suggest ways in which to further improve the work.</li> <li>Creativity, Self-awareness, independence, problem solving, decision making</li> </ul>  | Levels, pathways<br>Floor patterns<br>Sudden, Sharp,<br>Heavy, bound, rigid,<br>sustained.             |   |
| 4 | <p>Improvisation as a choreographic process</p> <ul style="list-style-type: none"> <li>To demonstrate the ability to use an image as a starting point for initiating movement. To link an image of a 'wasteland' to vocabulary that will provide ideas for movement exploration.</li> <li>To discuss the value of improvisation and the role it plays in creating work.</li> <li>Risk taking, problem-solving, resilience, self-discipline, creativity, mental toughness</li> </ul> | Improvisation, exploration, initiate<br>Action<br>Limbs<br>Levels<br>Foreground<br>Background<br>Shape | Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to. Suitably clothed, and no socks if working on a slippery surface |
| 5 | <p>Choreographic devices: Using contrast and climax</p> <ul style="list-style-type: none"> <li>To demonstrate the ability to take existing movement ideas and develop them using devices such as contrast and climax to add complexity to the work and allow for variety.</li> <li>To evaluate the impact of using contrast and climax in your choreography</li> <li>Creativity, problem solving, decision making, independence</li> </ul>  | Contrast, Climax<br>Energy, Size,<br>Travel, Jump, Leap, Force   | Device to play music on e.g. phone. Ideally a 2x2m clear space, clear obstructions that may be tripped or bumped in to. Suitably clothed, and no socks if working on a slippery surface |
| 6 | Structuring devices, form and aural setting   | Binary, Ternary, Rondo, Episodic, Unity, Logical Sequence, Structure,                                  | Device to play music on e.g. phone. Ideally a 2x2m clear space,   |



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|  | <ul style="list-style-type: none"> <li>• To demonstrate the ability to solve a choreographic problem, resulting in the piecing together of sections of movement.</li> <li>• To explore how the use of music can impact on the structuring of movement material.</li> <li>• To identify the differences in dance structures and how they are used effectively</li> <li>• Problem solving, decision making, self awareness, creativity, critical thinking</li> </ul> | Aural, music, sound, rhythm, timing, phrasing. | clear obstructions that may be tripped or bumped in to. Suitably clothed, and no socks if working on a slippery surface |
|--|--|--|---|

## Athletics 1

| Lesson | Core content / Learning Objectives  | Key Vocabulary   | Equipment required   |
|--------|---|--|--|
| 1      | Developing agility <ul style="list-style-type: none"> <li>• To move with speed and control and have the ability to change direction</li> <li>• To make fast and effective decisions</li> <li>• To compete with maximum effort</li> </ul>                      | Agility<br>Speed<br>Sequence<br>Fast feet<br>Reaction<br>Communication | 4 objects such as water bottle, trainer, can of food, toilet roll.<br>A clear indoor or outdoor space roughly 3m squared |
| 2      | Developing agility and speed <ul style="list-style-type: none"> <li>• To jump accurately with agility and speed, whilst having a controlled body</li> <li>• To develop tactical awareness</li> <li>• To focus on and develop appropriate technique</li> </ul> | Control<br>Balance<br>Hip rotation<br>Core strength<br>Speed           | Ties, pieces of string or rolled up towels, timer  |
| 3      | Jumping for height <ul style="list-style-type: none"> <li>• To apply effective jumping technique to gain height</li> <li>• To make informed choices to influence performance</li> </ul>   | Height<br>Drive<br>Landing   | Toilet rolls (5)   |



|   |   |  |  |
|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>To solve athletics based problems</li> </ul>   | Take off<br>Scissor<br>Opposite                                  |  |
| 4 | <p>Flexibility and core strength</p> <ul style="list-style-type: none"> <li>to develop flexibility and core strength</li> <li>to follow rules</li> <li>to engage in and be motivated by competitive situations</li> </ul>                 | Reach<br>Core strength<br>Flexibility<br>Balance<br>Coordination | Toilet roll (or similar)<br>tape measure or<br>small items to use as<br>markers  |
| 5 | <p>Throwing for accuracy</p> <ul style="list-style-type: none"> <li>to accurately throw in/at a target</li> <li>To develop skills in a progressive nature</li> </ul>  | Aim<br>Target<br>Accuracy<br>Power<br>Control                    | Rolled up socks if no<br>small/tennis balls are<br>available, targets<br>such as laundry<br>basket/bucket/towel<br>s rolled up to create<br>a hoop |
| 6 | <p>Application of skills</p> <ul style="list-style-type: none"> <li>To apply skills to an athletics circuit</li> <li>To show commitment and effort to an activity</li> <li>to demonstrate high quality movement and techniques</li> </ul> | Agility<br>Balance<br>Coordination                               | Rolled up towel<br>toilet rolls x 4<br>target<br>(bucket/laundry<br>basket)  |



## Athletics 2

| Lesson | Core content / Learning Objectives  | Key Vocabulary   | Equipment required  |
|--------|---|--|---|
| 1      | Developing agility <ul style="list-style-type: none"> <li>To move with speed and control and have the ability to change direction</li> <li>To make fast and effective decisions</li> <li>To compete with maximum effort</li> </ul>                      | Agility<br>Speed<br>sequence<br>fast feet<br>reaction<br>communication | 6 objects such as water bottle, trainer, can of food, toilet roll. A clear indoor or outdoor space roughly 3m squared |
| 2      | Developing agility and speed <ul style="list-style-type: none"> <li>To jump accurately with agility and speed, whilst having a controlled body</li> <li>To develop tactical awareness</li> <li>To focus on and develop appropriate technique</li> </ul> | Control<br>Balance<br>Hip rotation<br>Core strength<br>Speed           | ties, pieces of string or rolled up towels, timer.  |
| 3      | Jumping for height <ul style="list-style-type: none"> <li>To apply effective jumping technique to gain height</li> <li>To make informed choices to influence performance</li> <li>To solve athletics based problems</li> </ul>                          | Height<br>Drive<br>Landing<br>Take off<br>Scissor<br>Opposite          | Toilet rolls (5)/cushions   |
| 4      | Flexibility and core strength <ul style="list-style-type: none"> <li>to develop flexibility and core strength.</li> <li>to follow rules</li> <li>to engage in and be motivated by competitive situations</li> </ul>                                     | Reach<br>Core strength<br>Flexibility<br>Balance<br>Coordination       | Toilet rolls  |



|   |  |  |                           |
|---|--|--|---------------------------|
| 5 | Throwing for accuracy <ul style="list-style-type: none"> <li>● To accurately throw in/at a target</li> <li>● To develop skills in a progressive nature</li> </ul>                              | Aim target<br>Accuracy<br>Power<br>Control | rolled up socks or a ball |
| 6 | Balance <ul style="list-style-type: none"> <li>● To use core strength to support dynamic balance</li> <li>● To show commitment and effort to an activity</li> <li>● To be resilient</li> </ul> | Agility<br>Balance/coordination            | 6 household items         |

