

OAE P.E. Long Term Plans

Sport and Health Department

Assessment Procedure

Progress will be reported in terms of performance against three assessment strands, these are physical (Hand), intellectual (head) and social and emotional (heart) skills. Students are assessed against key concepts within each assessment strand. Which are then combined to provide an overall grade for each student. Each strand has three sections each worth 1 point meaning a student can achieve a maximum score of 9. Within each section there are set criteria points, for a student to move onto the next section of the strand they must achieve all set criteria points.

	Hands (Physical)	Head (Intellectual)	Heart (Social & Emotional)
1	Demonstrate basic skills and techniques in at least two different types of activity (e.g Invasion, Dance, OAA, Net/Wall, athletics). <input checked="" type="checkbox"/>	Identify the basic rules and scoring systems in at least two different activities. <input type="checkbox"/>	Demonstrate respect for teachers and other students. <input type="checkbox"/>
	Demonstrate control of body while moving with spatial awareness. <input checked="" type="checkbox"/>	Describe the short-term effects of exercise and identify the major muscles and organs important to sport. <input type="checkbox"/>	Show perseverance when learning a new skill/technique in at least two activities. <input type="checkbox"/>
	Demonstrate a good level of physical activity in at least two different types of activity (e.g Invasion, Dance, OAA, Net/Wall, athletics). <input type="checkbox"/>	Describe your own strengths and areas of improvement in at least two different activities. <input checked="" type="checkbox"/>	Demonstrate empathy and patience towards other students <input checked="" type="checkbox"/>
2	Demonstrate more advanced skills with improved technique in a range (three or more) of activities. <input checked="" type="checkbox"/>	Apply basic and advanced rules, regulations and scoring systems in a range of activities. <input checked="" type="checkbox"/>	Show self-control and sportsmanship in a range of activities and situations. <input checked="" type="checkbox"/>

Example:

This student has scored:

Hands – 2

Head – 0

Heart – 1

Total - 3

	Move with fluency and confidence with increased effectiveness of outcome and purpose. <input type="checkbox"/>	Explain the long-term effect of exercise using physiological language <input type="checkbox"/>	Demonstrate teamwork and perseverance to improve group and individual performance in a range of activities and situations (with minimal teacher intervention). <input type="checkbox"/>
	Has achieved or demonstrated average or above levels of fitness in a range of (three or more) different types of fitness (Flexibility, Cardiovascular fitness, Muscular strength, Muscular Endurance, Power, Co-ordination, Agility, Speed). <input type="checkbox"/>	Compare an individual and team performance, describing strengths and areas of improvement (with reference to tactics, strategies, and targets). <input checked="" type="checkbox"/>	Can lead a small group showing awareness of other's abilities and emotions. <input checked="" type="checkbox"/>
3	Demonstrate good to expert levels of technique in a range of activities in a variety of contexts (performance, non-competitive, competitive). <input type="checkbox"/>	Evaluate yourself Officiating/Judging showing a in depth understanding of the rules/laws, regulation and scoring systems. <input type="checkbox"/>	Motivate and be a positive example to others to lead a healthy and active lifestyle. <input type="checkbox"/>
	Show creativity, fluency and precision while performing in a range of activities and contexts with consistent and effective outcomes. <input checked="" type="checkbox"/>	Explain your level of fitness with reference to the different components in fitness and how they support you in sports/activities. <input type="checkbox"/>	Work with focus and purpose individually and in a team for extended periods of time without teacher intervention. <input type="checkbox"/>
	Has achieved or demonstrated an above average to excellent level of fitness in a range of different types of fitness. <input type="checkbox"/>	Analyse performance in a range of activities setting SMART targets. <input checked="" type="checkbox"/>	Lead, follow and plan activities with others, showing good communication skills (planning will show differentiation for others' abilities and feelings towards the activity). <input checked="" type="checkbox"/>

Assessment procedure: students are assessed at regular assessment points in the academic year to ensure that they are progressing effectively. They will be assessed in the activities that are being taught during that assessment point.

Teachers will choose which assessment strands to assess in each lesson during assessment week, they do not need to assess all three strands in one lesson. Some activities are better suited to the different assessment strands and if classes are taught by more than one teacher it is important to discuss who will be assessing what.

Teachers will be provided with an assessment register for their class with a copy of the assessment strands for reference during the lesson (DCI is responsible for ensuring that these are ready and available). The class teacher is responsible for ensuring that all students receive a grade for each assessment strand by the end of the assessment week. **Where teachers share classes, there needs to be opportunities to sit and discuss the assessment results prior to**

the GRIT lesson to ensure grades are set. Once assessment data has been collected, teachers should complete the assessment registers on the sport and health OneNote. These can then be kept for future reference and DCI will then transfer data onto the KS3 assessment spreadsheet.

When assessing the hand strand, teachers should not rely upon gameplay alone to assess students as there are too many factors that could impact a student's performance. A competitive situation does allow students to bring their knowledge of a particular activity together. However, we need to take care when using competitions to assess. It should be done in conjunction with drills and potentially in the form of small-sided and conditioned games. This will allow us to finely isolate the components of knowledge we wish to assess.

When assessing the head strand, students will also complete a knowledge retrieval quiz alongside teacher observations and Q&A during lessons. This knowledge quiz will be shared with students via their iPads. The quizzes are created on Microsoft Forms, so it is easy to share and collate the data. This retrieval test will only take 10-15minutes out of the lesson and should be completed at the beginning or end of the lesson.

When assessing the heart strand, we need to create environments where students will need to demonstrate certain values, skills and qualities that are essential within PE. Drills and conditioned games should encourage skills and qualities such as teamwork, decision-making, communication, leadership, sportsmanship, empathy etc.

Health concerns: some students may become a cause for concern within our subject and we need to identify these students so we can put in place interventions. On our assessment registers we should identify any health concerns and what these are. When identifying a health concern, we should use the acronym SUMO (*social and emotional concern, underweight, mental health concern, overweight*) so students aren't aware of what this means and will reduce the risk of embarrassment.

Feedback/ GRIT Lesson: Once the assessments have been completed the following lesson should be a feedback lesson for students. These lessons will be dedicated to providing feedback and personalising lessons to the student's areas for development. This will give them the opportunity to improve their grade. In this lesson, teachers should share their grades with them. Then every student will complete the self-assessment sheet on their iPads. This will include their Personal development charts which they should fill out. This will help them to visualise what their strengths and areas for improvement are. Below is an example Personal development chart. When a student has achieved a set piece of criteria then their pie chart is filled in so students can see where they have progressed and what aspects of their development they need to focus on. The chart is split into the hands, head, and heart section so students can see where their strengths and areas for development lie.



My Personal Development Chart in Physical Education

OAE Core PE Curriculum

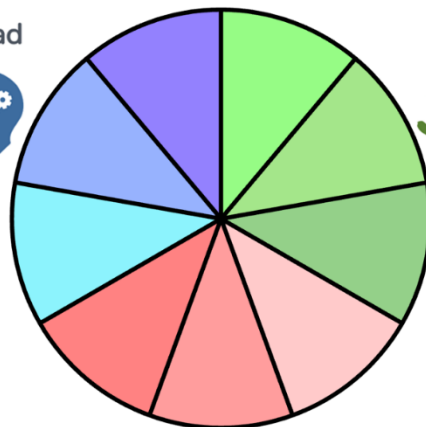
Each class are allocated a PE and will engage with a 6- which will take place over 3-4 sport on a carousel. This is Below:

Group 1 / PE1
Group 2 / PE2
Group 3 / PE3

You are assessed on:

- Knowledge of muscles and the effects of exercise.
- Tactical knowledge.
- Components of fitness.
- Assessment of performances.

Head



Hands



You are assessed on:

- Movement skills
- Technique of sport specific skills.
- Level of fitness.
- Applying the components of fitness.
- Applying skills in competitive environments.

Heart



You are assessed on:

- Application of the nine habits (compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled)
- Sportsmanship.
- Leadership.
- Teamwork skills.
- Independent work.

Overview 2022-23:

double lesson (2hours) each week of hour scheme of work in each sport lessons before moving onto the next outlined on the Curriculum Plan

	Year 7		Year 8		Year 9		Year 10	Year 11
AUT 1.1 4wks	End ball Handball	Effective Use of Warm-Ups and Cool-Downs	Handball	Effective Use of Warm-Ups and Cool-Downs	Handball	Physical, Emotional and Social Health, Fitness and Well-Being	Option 1	End Ball Handball
	End ball Handball		Handball		Handball			
	End ball Handball		Handball		Handball			
AUT 1.2 4wks	Sport shall Athletics		Table Tennis	How to Prevent Injury	Badminton		Option 2	BASKETBALL
	Netball		Netball		Netball			
	Football		Football		Football			
AUT 2.1	Netball	How to Prevent Injury	Netball	The Consequences of a Sedentary Lifestyle	Option 3	DODGEBALL		
	Football		Football				Football	
					Option 1	HRF	HRF	

3wks	Sport shall Athletics		Table Tennis	The Function of the Cardiovascular System	Badminton		Option 2	FOOTBALL	FOOTBALL	
AUT 2.2 3wks	Football		Football	The Function of the Respiratory System	Football		How to Prevent Injury	Option 3	BADMINTON	BADMINTON
	Sport shall Athletics		Table Tennis		Badminton					
	Netball	Netball								
SPR 1.1 3wks	Tag Rugby	The Structure & Function of the Skeletal System	Dance	The Function of the Muscular System	Table Tennis	How to Prevent Injury	Option 1	HRF	HRF	
	Basketball		Basketball		Basketball		Option 2	BASKEBTBALL	BASKETBALL	
OAA	HRF		HRF							
SPR 1.2 3wks	OAA		HRF	The Function of the Skeletal System	HRF	Barriers effecting sports participation	Option 3	TABLE TENIS	TABLE TENNIS	
	Tag Rugby		Dance		Table Tennis					
Basketball	Basketball		Basketball							
SPR 2.1 3wks	Basketball	The Structure & Function of the Muscular System	Basketball	The Short-Term Effects of Exercise	Basketball	The Short & Long-Term Effects of Exercise	Option 1	HRF	HRF	
	OAA		HRF		HRF		Option 2	FOOTBALL	FOOTBALL	
Tag Rugby	Dance		Table Tennis							
SPR 2.2 3wks	Boxing		Boxing	The Long-Term Effects of Exercise	Boxing	How to Optimise Training and Performance	Option 3	VOLLEYBALL	VOLLEYBALL	
	Athletics		Athletics		Athletics					
Cricket	Cricket		Cricket							
SUM 1.1 3wks	Athletics	The short-term effects of exercise	Athletics	The Components of Fitness, Benefits for Sport and Testing Measurement	Athletics	The Components of Fitness, Benefits for Sport and Testing Measurement	Option 1	HRF	HRF	
	Cricket		Cricket		Cricket		Option 2	BASKETBALL	BASKETBALL	
Boxing	Boxing		Boxing							
SUM 1.2 4wks	Cricket		Cricket	Cricket	Cricket	Option 3	NETBALL	CRICKET		
	Boxing		Boxing	Boxing						
Athletics	Athletics		Athletics							
SUM 2.1 3wks	Rounders	The Long-Term Effects of Exercise	Softball	How to Optimise Training and Performance	Softball	The Structure and Function of the Musculo-Skeletal System	Option 1	HRF	HRF	
	Ultimate Frisbee		Ultimate Frisbee		Ultimate Frisbee		Option 2	FOOTBALL	FOOTBALL	
Dance	Gymnastics		Handball							
SUM 2.2 4wks	Ultimate Frisbee		Ultimate Frisbee	Ultimate Frisbee	Ultimate Frisbee	Option 3	SOFTBALL	SOFTBALL		
	Dance		Softball	Softball						

	Rounders		Gymnastics		Handball				
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<p><i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i></p>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y7</p> <p>Knowing myself:</p>	<p>In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding 					

- Dance
- Individual sports (e.g., Athletics and Gymnastics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

EXAMPLE Rationale

Activities in Year 7 start with baseline testing lessons of locomotion, object control, stability skills and fitness. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities. Each PE class are allocated a double lesson (2hours) each week of PE and will engage with a 6-hour scheme of work in each sport will take place of 3-4 lessons (Double lessons 2hours), before moving onto the next sport on the carousel. This is to ensure that all PE groups complete each SOW and cover the same sports across the academic year.

Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses. They will develop teamwork and understand responsibilities required to be successful in sport and health lessons

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
AUT 1.1 4wks	End ball Handball	AUT 2.1 3wks	Netball	SPR 1.1 3wks	Tag Rugby	SPR 2.1 3wks	Basketball	SUM 1.1 3wks	Athletics	SUM 2.1 3wks	Rounders
	End ball Handball		Football		Basketball		OAA		Cricket		Ultimate Frisbee
	End ball Handball		Sport shall Athletics		OAA		Tag Rugby		Boxing		Dance
AUT 1.2 4wks	Sport shall Athletics	AUT 2.2 3wks	Football	SPR 1.2 3wks	OAA	SPR 2.2 3wks	Boxing	SUM 1.2 4wks	Cricket	SUM 2.2 4wks	Ultimate Frisbee
	Netball		Sport shall Athletics		Tag Rugby		Athletics		Boxing		Dance
	Football		Netball		Basketball		Cricket		Athletics		Rounders

Core skills:
Movement skills - Demonstrate fundamental movement skills of running, jumping, throwing, catching, and hitting across a range of activities.
Health and fitness - Demonstrate a good level of physical activity within lessons by applying the components of fitness.
Leadership – Students will demonstrate good communication skills and will be able to work confidently within a team.
Technical skills - Replicate the skills required in these activities and how they affect performance.
Dance - Move with increased fluency and demonstrate creativity within performances.
Analytical skills – Identify strengths and areas for improvement within performances.
Competition - Demonstrate skills and techniques in a variety of activities with confidence when under pressure.
Tactical knowledge - Identify ways to improve chances of success and suggest tactics to use in a variety of activities and situations.
Sportsmanship – Students will understand the basics of fair play and behave in an appropriate manner in sporting situations.

Wider skills:
Evaluation - Accurately describe own strengths and areas for improvement in sports and fitness.
Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.
Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others’ feelings and emotions.
Communication - Communicate effectively with peers using verbal and non-verbal methods.
Sportsmanship - Maintain a positive sporting attitude and emotional control during competitive situations.

<i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2

Y8

Developing a growth mind set:

Students will learn how to improve their areas of development and understand they have control to improve

In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:

- Invasion games
- Net/Wall games
- Striking and fielding
 - Dance
- Individual sports (e.g., Athletics and Gymnastics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

Rationale

physically, intellectually, emotionally, and socially. Students will positively reinforce improvements in themselves and others.

Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

Each PE class are allocated a double lesson (2hours) each week of PE and will engage with a 6-hour scheme of work in each sport will take place of 3-4 lessons (Double lessons 2hours), before moving onto the next sport on the carousel. This is to ensure that all PE groups complete each SOW and cover the same sports across the academic year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handball	Netball	Dance	Basketball	Athletics	Softball
Handball	Football	Basketball	HRF	Cricket	Ultimate Frisbee
Handball	Table Tennis	HRF	Dance	Boxing	Gymnastics
Table Tennis	Football	HRF	Boxing	Cricket	Ultimate Frisbee
Netball	Table Tennis	Dance	Athletics	Boxing	Softball
Football	Netball	Basketball	Cricket	Athletics	Gymnastics

Core skills:

Movement skills - Build upon the fundamental skills taught in Y7 by competently demonstrating them across a range of activities.

Health and fitness - Demonstrate acceptable levels of fitness relative to normative data and recognise where improvements can be made.

Leadership – Demonstrate basic leadership skills and begin to lead on small aspects of the lessons such as group warmups.

Competition - Demonstrate improved technique in a variety of activities in a game setting.

Dance - Link basic dance movements together with fluency and precision.

Sportsmanship – Students will be respectful to their peers and demonstrate empathy and honesty when playing competitively.

Tactical knowledge - Identify and implement basic tactics within a variety of activities.

Technical skills - Build upon the techniques taught in Y7 and demonstrate them with increased confidence.

Analytical skills – Describe strengths and areas for improvement and suggest ways to improve future performances.

Wider skills:

Integrity - Maintain respect for oneself their peers and the activity undertaken, be always open and honest.

Compassion - Be responsive to others’ emotions and demonstrate a genuine concern for one’s own and others’ health and wellbeing.

Collaboration - Work effectively as part of a team with minimal instructions and contribute to group discussions.

	<p>Self-motivation - Demonstrate an inner drive to improve and be successful. Engaging in tasks for enjoyment and satisfaction.</p> <p>Empathy - Identify and respond appropriately to the feelings of others, positively reinforce improvements within oneself and their peers.</p> <p>Perseverance - Demonstrate a continued effort to achieve something despite difficulties or failure.</p>					
<p><i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i></p>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y9</p> <p>Developing Leadership</p> <p><i>Students will develop leadership qualities, they will lead small groups demonstrating</i></p>	<p style="text-align: center;">In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities <ul style="list-style-type: none"> • Leadership 					

and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and work with governing bodies for different sports.

Rationale

Additional to earlier KS3 activities students will be undertake a young leaders award. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

Each PE class are allocated a double lesson (2hours) each week of PE and will engage with a 6-hour scheme of work in each sport will take place of 3-4 lessons (Double lessons 2hours), before moving onto the next sport on the carousel. This is to ensure that all PE groups complete each SOW and cover the same sports as part of the OCR specification for PE GCSE sports across the academic year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handball	Netball	Table Tennis	Basketball	Athletics	Softball
Handball	Football	Basketball	HRF	Cricket	Ultimate Frisbee
Handball	Badminton	HRF	Table Tennis	Boxing	Handball
Badminton	Football	HRF	Boxing	Cricket	Ultimate Frisbee
Netball	Badminton	Table Tennis	Athletics	Boxing	Softball
Football	Netball	Basketball	Cricket	Athletics	Handball

Core skills:

Leadership - Lead, organise and manage a sporting activity through a variety of roles with confidence.

Health and fitness - Demonstrate fitness levels that are above average and understand how to improve one's fitness.

Tactical knowledge - Select and apply a range of tactics in a variety of activities with success.

Sportsmanship – Students will demonstrate good sportsmanship and will create a positive learning atmosphere.

Technical skills - Build upon the techniques taught in Y8 and demonstrate them with increased confidence under high pressure situations.

Dance - Link more complex dance movements together with fluency and precision.

Analytical skills – Students will effectively assess their performance and identify and implement activities that will help to improve future performances.

Competition - Demonstrate a good technique when performing skills in a competitive environment.

Movement skills - Build upon the fundamental skills taught in Y8 by competently linking movement skills together to perform more complex sporting movements.

Wider skills:

Self-discipline - Students demonstrate the value of discipline and hard work with regular committed efforts to improve health and wellbeing.

	<p>Aspirations - Students can explain the importance of PE in their wider lives and they are passionate about the goals they want to achieve.</p> <p>Respect - Develop the knowledge and skills to ensure that students motivate and instil a sporting attitude within themselves and others through mutual respect.</p> <p>Organisation - Being a productive member of the class who can manage their time effectively and prioritises tasks that are important.</p> <p>Problem-solving - Demonstrate critical thinking by using inquiry processes to work both individually and collaboratively to overcome problems. Students</p> <p>Perseverance - Are persistent in their attempts to improve their health and wellbeing despite any difficulties or delays in achieving their goals.</p>					
<p><i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i></p>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y10</p> <p>Improving resilience:</p> <p><i>Students will learn about mental health (factors that can support positive mental health and barriers that prevent it). Students will explore how to handle pressure, coping mechanisms and routines that build resilience.</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
<p>Rationale</p> <p>In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at university. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.</p> <p>Each PE class are allocated a double lesson (2hours) each week of PE and will have the opportunity to choose from a selection of seasonal_sporting opportunities to participate in providing students with a sense of responsibility and ownership over their educational experience at Oasis Academy Enfield, before moving onto the next seasonal sport carousel.</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #ADD8E6;">End Ball Handball</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #DDA0DD;">BASKETBALL</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFB6C1;">DODGEBALL</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #ADD8E6;">HRF</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #DDA0DD;">FOOTBALL</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFB6C1;">BADMINTON</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #ADD8E6;">HRF</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #DDA0DD;">BASKEBTBALL</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFB6C1;">TABLE TENIS</div>	Full Student choice 3 activity options given. <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #ADD8E6;">HRF</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #DDA0DD;">FOOTBALL</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #FFB6C1;">VOLLEYBALL</div>	Full Student choice 3 activity options given. <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #ADD8E6;">HRF</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #DDA0DD;">BASKETBALL</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #FFB6C1;">NETBALL</div>	Full Student choice 3 activity options given. <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #ADD8E6;">HRF</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #DDA0DD;">FOOTBALL</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #FFB6C1;">SOFTBALL</div>
<p>Core skills:</p> <p>Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one's own fitness.</p> <p>Sportsmanship – Students will demonstrate consistently good sportsmanship and instil a positive sporting attitude within their peers.</p> <p>Dance – Create and perform routines incorporating different dynamics and styles.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment.</p> <p>Leadership – Plan and lead sporting activities with minimal supervision to peers and younger children.</p> <p>Analytical skills – Reflect upon performances and analyse strengths and areas for improvement. Select appropriate activities to improve future performances.</p> <p>Tactics - Confidently implement a range of tactics in a variety of activities with success.</p> <p>Movement skills – Perform complex movement skills with good technique and apply these to a variety of sporting contexts.</p> <p>Technical skills – Perform more complex technical skills under pressure with good technique.</p> <p>Wider Skills:</p> <p>Self-control - Students can override impulses to respond to situations in a positive manner. Students can effectively manage actions, feelings, and emotions.</p> <p>Resilience - Students can take setbacks positively and channel their disappointment to do better next time. They will develop coping mechanisms that will help them to cope with failure.</p> <p>Confidence - Students are willing to challenge themselves, speak openly and promote a positive relationship with the activities taught.</p>						
LTP should be adapted by	Autumn Term		Spring Term		Summer Term	

<p>department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</p>	<p>1.1</p>	<p>1.2</p>	<p>2.1</p>	<p>2.2</p>	<p>3.1</p>	<p>3.2</p>
<p>Y11</p> <p>Making healthy choices</p> <p><i>Students will be given responsibility for making their activity choices in lesson.</i></p> <p><i>Students will understand the short and long term physical and mental health benefits to exercise.</i></p> <p><i>Students will</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities <p>In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at university. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.</p> <p>Each PE class are allocated a double lesson (2hours) each week of PE and will have the opportunity to choose from a selection of seasonal_sporting opportunities to participate in providing students with a sense of responsibility and ownership over their educational experience at Oasis Academy Enfield, before moving onto the next seasonal sport carousel.</p>					

<p><i>plan exercise beyond the school day and be able to discuss with teachers any support they may require.</i></p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	End Ball Handball	HRF	HRF	Full Student choice 3 activity options given.	Full Student choice 3 activity options given.	Full Student choice 3 activity options given.
	BASKETBALL	FOOTBALL	BASKEBTBALL	HRF	HRF	HRF
	DODGEBALL	BADMINTON	TABLE TENIS	FOOTBALL	BASKETBALL	FOOTBALL
				VOLLEYBALL	NETBALL	SOFTBALL

Core skills:

Tactical knowledge - Confidently implement a range of tactics in a variety of activities with success.

Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.

Dance – Plan, lead and perform more complex routines demonstrating more complex dynamics and in a range of styles.

Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one’s own fitness.

Leadership – Plan and lead sporting activities competently and enthusiastically to peers and younger children.

Analytical skills - Critically analyse performances explaining strengths and areas for improvement. Select and justify appropriate activities to improve future performances.

Competition - Demonstrate a strong technique when performing skills in a competitive environment.

Technical skills - Perform more complex technical skills under pressure with strong technique.

Movement skills - Perform complex movement skills with strong technique and apply these to a variety of sporting contexts.

Wider skills:

Independence - Students are self-aware, self-monitoring and self-correcting. They take initiative and know what they need to do. They take ownership of their mistakes and work to the best of their ability.

Inclusion - Students accept diversity and inclusion as a way of life and embrace cultures, traditions, and beliefs with respect and without judgement.

Lifelong participation - Students have a love for health and wellbeing they actively seek physical activities and sports that they can play outside of the Academy. They have the knowledge and skills to lead healthy, active lives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 GCSE Physical Education - OCR	2.1 – Socio-cultural Influences 2.1a – Engagement Patterns of Different Social Groups in Physical Activity and Sports: <ul style="list-style-type: none"> • Current trends in participation • Factors affecting participation • Strategies to improve participation • Application of examples from physical activity/ sport to participation issues. 2.1b – Commercialisation of Physical Activity and Sport: <ul style="list-style-type: none"> • Golden Triangle • Data Analysis and Interpretation • Qualitative and Quantitative Methods Assessment: 45 marks (45 Minute) <ul style="list-style-type: none"> • 40% AO1 • 35% AO2 • 25% AO3 	2.1 – Socio-Cultural Influences 2.1c – Ethical and Socio-Cultural Issues in Physical Activity and Sport: <ul style="list-style-type: none"> • Ethics in Sport • Drugs in Sport • Violence in Sport • Data Analysis and Interpretation 2.2 – Sports Psychology: <ul style="list-style-type: none"> • Characteristics of Skilful Movement • Mental Preparation • Types of Guidance • Types of Feedback • Graphical Data Interpretation • Application to Sporting Examples Assessment: 45 marks (45 Minute) <ul style="list-style-type: none"> • 40% AO1 • 35% AO2 • 25% AO3 • 	2.3 – Health, Fitness and Well-Being <ul style="list-style-type: none"> • Physical Health • Emotional Health • Social Health • Data Analysis and Interpretation • Components of a balanced diet • Effects of hydration • Application of practical examples from physical activity and sport to diet and nutrition. Assessment: 45 marks (45 Minute) <ul style="list-style-type: none"> • 40% AO1 • 35% AO2 • 25% AO3 	Revision Component 1 Exam Preparation <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 Revision Component 2 Exam Preparation <ul style="list-style-type: none"> • AO1 • AO2 • AO3 AO4		
	Netball/ Basketball <ul style="list-style-type: none"> • Core Skills • Advanced Skills • Decision Making 	Basketball/ Handball <ul style="list-style-type: none"> • Core Skills • Advanced Skills • Decision Making 	Handball/ Table Tennis <ul style="list-style-type: none"> • Core Skills • Advanced Skills • Decision Making 	Table Tennis/ Badminton <ul style="list-style-type: none"> • Core Skills • Advanced Skills • Decision Making 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 BTEC National Sport Level 3 – Extended Certificate	Unit 1 – Anatomy and Physiology A – The effects of exercise and sports performance on the skeletal system B – The effects of exercise and sports performance on the muscular system C – The effects of exercise and sports performance on the respiratory system D – The effects of sport and exercise performance on the cardiovascular system E – The effects of exercise and sports performance on the energy systems Assessment: <ul style="list-style-type: none"> • A01 (1-4 marks) • A02 (1-4 marks) • A03 (6 marks) • A04 (6 marks) • A05 (8 marks) Pass, Merit, Distinction				Unit 3 – Professional Development in the Sports Industry A – Understand the career and job opportunities in the sports industry B – Explore own skills using a skills audit to inform a career development action plan C – Undertake a recruitment activity to demonstrate D – Reflect on the recruitment and selection process and your individual performance Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 	
	Unit 2 – Fitness and Programming for Health, Sport and Well-being A – Examine lifestyle factors and their effect on health and well-being B – Understand the screening processes for training programming C – Understand programme-related nutritional needs D – Examine training methods for different components of fitness E – Understand training programme design Assessment: <ul style="list-style-type: none"> • A01 • A02 • A03 • A04 • A05 Pass, Merit, Distinction					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 BTEC National Sport Level 3 – Diploma	Unit 22- Investigating Business in the Sports and Active Leisure Industry A – Features of sports and active leisure businesses (business operations) B – Business models in sport and active leisure C – Human resources D – Marketing E – Finance in sport and active leisure industry F – Trends in the sport and active leisure industry Assessment: <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 Pass, Merit, Distinction				Unit 6 – Sports Psychology B – Examine the impact of group dynamics in team sports and its effect of performance C – Explore psychological skills training programmes designed to improve performance Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 	
	Unit 6 – Sport Psychology A – Understand how personality, motivation and competitive pressure can affect sports performance Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 	Unit 18 – Work Experience in Active Leisure A – Undertake in-depth preparation for an active leisure work experience placement B – Undertake a job application process for a work experience placement C – Carry work experience tasks to meet set objective from work experience action plan D – Investigate the impact of an active leisure work experience placement on career development Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 13 BTEC National Sport Level 3 – Extended Certificate	Unit 1 – Anatomy and Physiology A – The effects of exercise and sports performance on the skeletal system B – The effects of exercise and sports performance on the muscular system C – The effects of exercise and sports performance on the respiratory system D – The effects of sport and exercise performance on the cardiovascular system E – The effects of exercise and sports performance on the energy systems Assessment: <ul style="list-style-type: none"> • A01 (1-4 marks) • A02 (1-4 marks) • A03 (6 marks) • A04 (6 marks) • A05 (8 marks) Pass, Merit, Distinction		Unit 4 – Sports Leadership A – Understand the roles, qualities, and characteristics of an effective sports leader B – Examine the importance of psychological factors and their link with effective leadership C – Explore and effective leadership style when leading a team during sport and exercise activities Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 		Unit 1 – Anatomy and Physiology Assessment: <ul style="list-style-type: none"> • A01 (1-4 marks) • A02 (1-4 marks) • A03 (6 marks) • A04 (6 marks) • A05 (8 marks) Pass, Merit, Distinction		
	Unit 2 – Fitness and Programming for Health, Sport and Well-being A – Examine lifestyle factors and their effect on health and well-being B – Understand the screening processes for training programming C – Understand programme-related nutritional needs D – Examine training methods for different components of fitness E – Understand training programme design Assessment: <ul style="list-style-type: none"> • A01 • A02 • A03 • A04 • A05 Pass, Merit, Distinction				Unit 2 – Fitness and Programming for Health, Sport and Well-being Assessment: <ul style="list-style-type: none"> • A01 • A02 • A03 • A04 • A05 Pass, Merit, Distinction		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 13 BTEC National Sport Level 3 – Diploma	Unit 23 – Skill Acquisition A – Investigate the nature of skilled performance B – Examine ways that sport performers process information for skilled performance C – Explore theories of teaching and learning in sport D – Carry out teaching and learning strategies for sport skills Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 				Unit 22- Investigating Business in the Sports and Active Leisure Industry A – Features of sports and active leisure businesses (business operations) B – Business models in sport and active leisure C – Human resources D – Marketing E – Finance in sport and active leisure industry F – Trends in the sport and active leisure industry		
	Unit 17 – Sports Injury Management Learning aims <u>In this unit you will:</u> A Understand common sports injuries and their associated physiological and psychological responses B Explore common treatment and rehabilitation methods C Investigate risk factors which may contribute to sports injuries and their associated prevention strategies. Assessment: <ul style="list-style-type: none"> • Pass • Merit • Distinction 				Assessment: <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 Pass, Merit, Distinction		