

# Physical Education Key Stage 3

Long curriculum plan





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



KS3 Physical Education is formed of 10 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
<b>1</b> Health related exercise activity: components of fitness	Year 7	6
<b>2</b> Dance activity: an introduction to choreographic processes, devices and intention, performing set choreography and devising of individual work	Year 7	6
<b>3</b> Games activity: developing fundamental and transferable skills	Year 7	6
<b>4</b> Athletic activity: acquiring techniques	Year 7	6
<b>5</b> Outdoor and adventurous activity: following instructions and problem solving skills	Year 7	6
<b>6</b> Health related exercise activity: personalised fitness	Year 8, Year 9	6
<b>7</b> Dance activity: developing the use and application of appropriate action, space and dynamics linked to the intention of seeing 'below the surface'	Year 8, Year 9	6
<b>8</b> Games activity: analysing and improving performance	Year 8, Year 9	6

**9 Athletic activity: developing power, strength and speed**

**Year 8, Year 9**

**6**

**10 Outdoor and adventurous activity: Developing critical thinking**

**Year 8, Year 9**

**6**





# 3. Lessons

## Unit 1 Health related exercise activity: components of fitness

6 Lessons

Lesson  
number

Lesson question

About the lesson

1.

How can we train muscular endurance? Pupils will learn

- Pupils will learn about muscular endurance through shadow boxing, martial arts and circuit training.
- Pupils will learn to perform and reproduce the basic shadow boxing or martial art techniques.
- Pupils will learn to understand how to build a basic circuit focussed on improving muscular endurance.
- Pupils will learn how to overcome personal challenge.
- Pupils will gain knowledge of basic anatomy.

### Lesson vocabulary

- Muscular endurance, circuit training, abdominals, deltoid, triceps brachii, quadriceps, gluteals

### Equipment

- 2m hallway (clearance)

### Essential additional subject-specific information

- Skills: muscular endurance.

### Guidance warnings

- Physical activity required.



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## 2. How can we train power?

### Pupils will learn

- Pupils will learn about the concepts of power and plyometrics.
- Pupils will be able to replicate some basic plyometric movements
- Pupils will understand the basic concepts of plyometric training.
- Pupils will learn about to resilience and knowledge of basic anatomy.

### Lesson vocabulary

- Plyometrics, eccentric muscle contraction, stretch reflex, quadriceps,, gastrocnemius, pectorals, triceps brachii

### Equipment

- Item to jump over (e.g. trainer, teddy bear, pillow), 2m hallway (clearance), normal ceiling height, bottom step of stairs.

### Essential additional subject-specific information

- Skills: agility, coordination, balance

### Guidance warnings

- Physical activity required.
-

### 3.

## How can we train agility?

### Pupils will learn

- Pupils will learn about agility, in particular ladder type SAQ drills.
- Pupils will learn to understand the term agility.
- Pupils will demonstrate the ability to reproduce agile movements.
- Pupils will learn about the concepts of concentration, focus and self-motivation.

### Lesson vocabulary

- Tibialis anterior, multidirectional, planes of movement - Sagittal and Frontal

### Equipment

- Socks, wool , string, 2m hallway (clearance)

### Essential additional subject-specific information

- Skills: coordination

### Guidance warnings

- Physical activity required.
- 



## 4.

### How can we train balance?

#### Pupils will learn

- Pupils will learn about balance, in particular yoga and gymnastics.
- Pupils will demonstrate the ability to maintain stability of the body.
- Pupils will understand the concept of the centre of gravity and how it can be placed outside of the body.
- Pupils will learn about perseverance, overcoming personal challenges and stress management.

#### Lesson vocabulary

- Core stability

#### Equipment

- 2m hallway (clearance)

#### Essential additional subject-specific information

- Skills: muscular endurance, balance

#### Guidance warnings

- Physical activity required.
- 





## 5.

### How can we train speed?

#### Pupils will learn

- Pupils will learn about speed, in particular sprint training and interval training.
- Pupils will demonstrate the ability to move their body over a distance over a short time.
- Pupils will understand that speed is defined as distance covered per unit of time.
- Pupils will learn about overcoming personal challenge and self-motivation.

#### Lesson vocabulary

- Speed, power, reaction time

#### Equipment

- Something to use as markers (e.g. T-shirt), phone to time oneself, 2m hallway (clearance)

#### Essential additional subject-specific information

- Skills: coordination, agility, balance

#### Guidance warnings

- Physical activity required.
- 



## 6.

### How can we train cardiorespiratory fitness?

#### Pupils will learn

- Pupils will learn about cardiovascular endurance, in particular continuous training.
- Pupils will demonstrate the ability to sustain continuous physical activity for a prolonged period of time.
- Pupils will understand the role of oxygen in sustaining physical activity.
- Pupils will learn about both short and long-term effects of exercise.
- Pupils will learn about resilience in more detail.

#### Lesson vocabulary

- VO<sub>2</sub>max, fatigue, responses, adaptations, stamina, oxygen, heart rate

#### Equipment

- Something to use as markers (e.g. T-shirt), 2m hallway (clearance)

#### Essential additional subject-specific information

- Skills: stamina

#### Guidance warnings

- Physical activity required.
- 



## Unit 2 Dance activity: an introduction to choreographic processes, devices and intention, performing set choreography and devising of individual work

6 Lessons



Lesson number	Lesson question	About the lesson
1.	Safe dance practice: warming up and technique	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Pupils will learn safe dance practise to demonstrate the ability to conduct a thorough and effective dance-specific warm-up.</li><li>• Pupils will learn safe dance practise to create an activity suitable for one of the dance phases.</li><li>• Pupils will learn safe dance practise to take part in technical exercises and assess individual areas of strength and limitations in relations to physical skills.</li><li>• Pupils will learn safe dance practise to devise an activity that would help show improvement in a chosen skill.</li><li>• Pupils will learn safe dance practise to focus, resilience, self-awareness and self discipline.</li></ul> <p><b>Lesson vocabulary</b></p> <ul style="list-style-type: none"><li>• Anatomy (spine, quadriceps, hamstrings, core, abdominals shoulders, knees, hips, ball and socket, hinge), physiology (heart-rate, cardiovascular, core temperature, circulation), mentally aware and alert, safe-practise, systematic repetition, alignment, posture,</li></ul>

flexibility, strength, stamina, mobility, extension  
mobility.



**Equipment**

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

**Essential additional subject-specific information**

- Skills: coordination, control.

**Guidance warnings**

- Physical activity required.
-

## 2.

### **Accurate replication of a taught phrase** Pupils will learn

- Pupils will learn about accurate replication of a taught phrase.
- Pupils will demonstrate the ability to replicate a taught phrase linked to functions of an app on phone (e.g. scrolling, swiping, tapping).
- Pupils will learn about focus, resilience, self-discipline and critical thinking.

#### **Lesson vocabulary**

- Theme, swipe, zoom, drag, scroll, tap, physical skills, extension, isolation, mobility

#### **Equipment**

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### **Essential additional subject-specific information**

- Skills: coordination, control.

#### **Guidance warnings**

- Physical activity required.
- 



### 3.

## Use and application of action, space and dynamics

### Pupils will learn

- Pupils will learn about the use and application of action, space and dynamics.
- Pupils will use the process of developing work to add more complexity and interest to the work.
- Pupils will use the choreographic device of motif and development.
- Pupils will learn about decision making, problem solving and focus.

### Lesson vocabulary

- Action, space, dynamics, travel, gesture, transference of weight, stillness, re-order, addition, s levels, directions, facings, size, d speed, weight, energy, flow.

### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

### Essential additional subject-specific information

- Skills: jumping, turning

### Guidance warnings

- Physical activity required.
- 



## 4.

### Creating an original 'social media' dance phrase

#### Pupils will learn

- Pupils will learn about creating an original social media dance phrase.
- Pupils will demonstrate the ability to create a 15 second dance phrase - similar to that of those seen on TikTok or Instagram reels.
- Pupils will learn to convey positive self-image and message through choice of music and appropriate choice of actions by using a variety in dynamics in a restricted space.
- Pupils will learn about decision making, problem solving, self-discipline and focus.

#### Lesson vocabulary

- Gesture, dynamics, energy, flow, space, action, creativity

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Essential additional subject-specific information

- Skills: coordination, control

#### Guidance warnings

- Physical activity required.
- 



## 5.

### To show narrative within our work: cyber-bullying

#### Pupils will learn

- Pupils will look at cyberbullying as a choreographic intention and to show narrative within our work.
- Pupils will use a concept or idea as a starting point for creating movement.
- Pupils will create a narrative phrase that shows cyber-bullying from one view point.
- Pupils will learn about resilience, empathy for others, self-awareness, self-discipline, emotional intelligence, online conduct and how to be safe online.

#### Lesson vocabulary

- Cyber-bullying, keyboard, power, action, space, dynamics, retrograde, re-order,, fragmentation, change body part, addition, subtraction, narrative.

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Guidance warnings

- Physical activity required.





## 6.

### Dynamics and expressive skills based around how editing software works

#### Pupils will learn

- Pupils will learn about dynamic and expressive skills.
- Pupils will use existing material from other lessons, or from phrases given, to explore how using different video effects on a phone app can impact on our expressive skills.
- Pupils will use the functions of editing software in apps to change the way our material looks.
- Pupils will learn about decision making, problem solving and focus.

#### Lesson vocabulary

- Attitudes (lazy, excited, frightened, frustrated), functions (speed up, reverse, slow down, boomerang, flip), dynamics (fast, slow, sustained, jerky, fluid), expressive skills (focus, timing, facial expression).

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Guidance warnings

- Physical activity required.





Lesson number	Lesson question	About the lesson
1.	How is hand-eye coordination used in sport?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Pupils will learn about hand-eye coordination, particularly in relation to netball and basketball.</li><li>• Pupils will demonstrate processing of visual input to guide hand and arm movement, reaching and grasping in sport.</li><li>• Pupils will learn about decision making, resilience and personal challenge.</li></ul> <p><b>Lesson vocabulary</b></p> <ul style="list-style-type: none"><li>• Prediction of flight path, visual input</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• Ideally a ball, can be a cushion, teddy bear or a toilet roll</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Skills: footwork, positioning, coordination</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Physical activity required.</li></ul>

## 2.

### How is foot-eye coordination used in sport?

#### Pupils will learn

- Pupils will learn about foot-eye coordination, particularly in relation to football.
- Pupils will demonstrate processing of visual input to guide leg and foot movement, kicking and foot control in sport.
- Pupils will learn about decision making, coping with pressure and personal challenge.

#### Lesson vocabulary

- Flight path, parabola, visual input

#### Equipment

- Ideally a ball, can be a cushion, teddy bear or a toilet roll

#### Essential additional subject-specific information

- Skills: positioning, coordination, balance

#### Guidance warnings

- Physical activity required.
- 



### 3.

## Moving in sport

### Pupils will learn

- Pupils will learn about moving in sport, particularly in relation to rugby.
- Pupils will demonstrate the correct movement whilst in possession of the ball.
- Pupils will learn about decision making and problem solving.

### Lesson vocabulary

- Grip, carrying, side-step, faint, schema, motor programme.

### Equipment

- Ideally a ball, can be a cushion, teddy bear or a toilet roll

### Essential additional subject-specific information

- Skills: coordination, balance, agility

### Guidance warnings

- Physical activity required.
- 



## 4.

### How is whole body coordination used in sport? Pupils will learn

- Pupils will learn about whole body coordination, particularly in relation to basketball.
- Pupils will demonstrate movement patterns that coordinate leg movements and arm movement in a sporting context.
- Pupils will learn about coping with pressure, resilience and independence.

#### Lesson vocabulary

- Peripheral vision, schema, motor programme, preparation, execution, follow through.

#### Equipment

- Ideally a ball, can be a cushion, teddy bear or a toilet roll

#### Essential additional subject-specific information

- Skills: coordination, balance, agility

#### Guidance warnings

- Physical activity required.
- 



## 5.

### How is decision-making used in sport?

#### Pupils will learn

- Pupils will learn about decision making, particularly in relation to hockey and volleyball.
- Pupils will demonstrate the correct choice of movement based on the situation the performer is in.
- Pupils will learn about decision making, coping with pressure, resilience, problem solving and the fluency of ideas.

#### Lesson vocabulary

- Flight path, pace, anticipation, temporal anticipation, reaction time.

#### Equipment

- Ideally a ball (can be a cushion, teddy bear or a toilet roll), umbrella, longer piping (vacuum handle).

#### Essential additional subject-specific information

- Skills: prediction, spatial anticipation

#### Guidance warnings

- Physical activity required.
- 



## 6.

### How to overcome opponents in sport

#### Pupils will learn

- Pupils will learn about overcoming opponents, particularly in relation to handball.
- Pupils will demonstrate how to outwit an opponent in a sporting situation.
- Pupils will learn about decision making, coping with pressure, resilience, problem solving and tactics and strategies.

#### Lesson vocabulary

- Dummy, fainting, faking, overload, information processing, working memory, selective attention, tactics and strategies.

#### Equipment

- Ideally a ball, can be a cushion, teddy bear or a toilet roll

#### Essential additional subject-specific information

- Skills: coordination, balance, agility

#### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

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1.

**Agility**

**Pupils will learn**

- Pupils will learn how to develop their agility.
- Pupils will learn to move with speed and control and have the ability to change direction.
- Pupils will learn to make fast and effective decisions.
- Pupils will learn to compete with maximum effort.

**Lesson vocabulary**

- Speed ,sequence

**Equipment**

- 4 objects (e.g. water bottle, trainer, can of food, toilet roll), a clear indoor or outdoor space roughly 3m squared.

**Essential additional subject-specific information**

- Skills: agility, fast feet reaction, communication

**Guidance warnings**

- Physical activity required.
-



## 2.

### Speed and agility

#### Pupils will learn

- Pupils will learn how to develop their agility and speed.
- Pupils will learn to jump accurately with agility and speed, whilst having a controlled body.
- Pupils will learn to develop tactical awareness.
- Pupils will learn to focus on and develop appropriate technique.

#### Lesson vocabulary

- Hip rotation, core strength, speed

#### Equipment

- Ties, pieces of string or rolled up towels, timer

#### Essential additional subject-specific information

- Skills: control, balance

#### Guidance warnings

- Physical activity required.
- 



### 3.

## Jumping for height

### Pupils will learn

- Pupils will learn how to jump for height.
- Pupils will learn to apply effective jumping technique to gain height.
- Pupils will learn to make informed choices to influence performance.
- Pupils will learn to solve athletics based problems.

### Lesson vocabulary

- Height, drive, landing, take off, scissor, opposite

### Equipment

- Toilet rolls x 5

### Guidance warnings

- Physical activity required.
- 



## 4.

### Flexibility and core strength

#### Pupils will learn

- Pupils will learn about flexibility and core strength
- Pupils will learn to develop flexibility and core strength.
- Pupils will learn to follow rules
- Pupils will learn to engage in and be motivated by competitive situations.

#### Lesson vocabulary

- Reach, core strength

#### Equipment

- Toilet roll (or similar) tape measure or small items to use as markers.

#### Essential additional subject-specific information

- Skills: flexibility, balance, coordination

#### Guidance warnings

- Physical activity required.
- 



## 5.

### Throwing for accuracy

#### Pupils will learn

- Pupils will learn about throwing for accuracy.
- Pupils will learn to accurately throw in and at a target.
- Pupils will learn to develop skills in a progressive nature.

#### Lesson vocabulary

- Aim, target, accuracy, power, control

#### Equipment

- Rolled up socks, small balls or tennis balls, targets (e.g. laundry basket, bucket, towels rolled up to create a hoop).

#### Essential additional subject-specific information

- Skills: accuracy

#### Guidance warnings

- Physical activity required.
- 



## 6.

### Application of skills

#### Pupils will learn

- Pupils will learn to apply skills to an athletics circuit.
- Pupils will learn to show commitment and effort to an activity.
- Pupils will learn to demonstrate high quality movement and techniques.

#### Lesson vocabulary

- Agility, balance, coordination

#### Equipment

- Rolled up towel, toilet rolls x 4, target (e.g. bucket, laundry basket)

#### Essential additional subject-specific information

- Skills: agility, balance, coordination

#### Guidance warnings

- Physical activity required.
- 



# Unit 5 Outdoor and adventurous activity: following instructions and problem solving skills

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Timed collection

Pupils will learn

- In this lesson, we will collect a number of items found in the home which could be used on a walking expedition.

Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

Guidance warnings

- Physical activity required.

## 2.

### Memory tray

#### Pupils will learn

- In this lesson, we will develop our observation and memory skills, as well as making decisions to solve problems.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 



### 3.

## Mission Impossible

### Pupils will learn

- In this lesson, we will develop our ability to break down a task, decide on a solution and try it out before reviewing the task.

### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

### Guidance warnings

- Physical activity required.
- 





## 4.

### Make whole again

#### Pupils will learn

- In this lesson, we will develop our ability to follow instructions to be successful and to recognise some features of a map.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 



## 5.

### Cardinal markers

#### Pupils will learn

- In this lesson, we will develop our map reading skills to navigate routes using compass points and degrees.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 



**Pupils will learn**

- In this lesson, we will develop our problem solving skills.

**Equipment**

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

**Guidance warnings**

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

1.

**How can monitoring heart rate be used to improve fitness?**

**Pupils will learn**

- Pupils will learn about using heart rate in training.
- Pupils will learn to measure heart rate, calculate training zones and track heart rate throughout exercise.
- Pupils will learn to overcome personal challenge, and learn knowledge of basic anatomy.

**Lesson vocabulary**

- Circuit training, abdominals, deltoid, triceps brachii, quadriceps, gluteals, responses and adaptations, intensity, VO2Max, training zone.

**Equipment**

- 2m hallway (clearance), something to act as a marker (e.g. shoe or t-shirt).

**Essential additional subject-specific information**

- Skills: muscular endurance

**Guidance warnings**

- Physical activity required.

## 2.

### What is resistance training?

#### Pupils will learn

- Pupils will learn about resistance training, in particular strength and muscular endurance.
- Pupils will learn to replicate some basic resistance exercises.
- Pupils will learn to understand the basic concepts of strength and muscular endurance training (e.g. sets, reps, weight).
- Pupils will learn about resilience and gain knowledge of basic anatomy.

#### Lesson vocabulary

- Quadriceps, gastrocnemius, pectorals, triceps brachii, biceps brachii, gluteals, strength

#### Equipment

- Rucksack or bag, food cans, chair or bottom step of stairs, 2m hallway (clearance), normal ceiling height.

#### Essential additional subject-specific information

- Skills: muscular endurance, resistance

#### Guidance warnings

- Physical activity required.
- 



### 3.

## What is aerobic training?

### Pupils will learn

- Pupils will learn about aerobics, in particular cardiorespiratory fitness.
- Pupils will learn to understand the terms cardiorespiratory fitness and VO2Max.
- Pupils will demonstrate the ability to reproduce sustained periods of exercise.
- Pupils will learn about perseverance, self-motivation and overcoming personal challenge.

### Lesson vocabulary

- Responses and adaptations, intensity, VO2Max, training zone.

### Equipment

- Something to use as markers (e.g. t-shirt), phone to time oneself, 2m hallway (clearance)

### Guidance warnings

- Physical activity required.
- 



## 4.

### What is high intensity interval training? Pupils will learn

- Pupils will learn about power and speed, in particular plyometrics, intervals and HIIT.
- Pupils will learn to replicate some plyometric and speed movements.
- Pupils will understand the basic concepts of plyometric and interval training.
- Pupils will learn about resilience and knowledge of basic anatomy.

#### Lesson vocabulary

- Tabata, HIIT, FITT, eccentric muscle contraction, stretch reflex, quadriceps, gastrocnemius

#### Equipment

- Item to jump over (e.g. trainer, cushion, pillow), 2m hallway (clearance), normal ceiling height, bottom step of stairs.

#### Guidance warnings

- Physical activity required.
- 



## 5.

### How can fitness be measured?

#### Pupils will learn

- Pupils will demonstrate the ability to replicate and measure basic fitness tests.
- Pupils will understand why it is important to measure fitness.
- Pupils will learn to overcome personal challenge and how to be self-motivated.

#### Lesson vocabulary

- Speed, power, reaction time, reliability

#### Equipment

- Stopwatch on phone, something to act as a marker (e.g. shoe, t-shirt), tape measure (but not essential).

#### Essential additional subject-specific information

- Skills: agility, balance, flexibility

#### Guidance warnings

- Physical activity required.
- 





## 6.

### How can training be personalised?

#### Pupils will learn

- Pupils will learn how to plan a personalised circuit based on previous testing.
- Pupils will carry out personalised circuit training based on goals.
- Pupils will learn about the short and long-term effects of exercise.
- Pupils will learn about the concept of resilience.
- Pupils will learn about lifestyle choices.

#### Lesson vocabulary

- VO2max, fatigue, responses, adaptations, goals, oxygen, heart rate

#### Equipment

- Something to use as markers (e.g. t-shirt), stopwatch on phone, item to jump over (e.g. trainer, cushion, pillow), ruck sack or bag, food cans, chair, 2m hallway (clearance)

#### Essential additional subject-specific information

- Skills: stamina

#### Guidance warnings

- Physical activity required.
- 



# Unit 7 Dance activity: developing the use and application of appropriate action, space and dynamics linked to the intention of seeing 'below the surface'

6 Lessons



Lesson number	Lesson question	About the lesson
1.	Safe dance practice and technique	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Pupils will demonstrate an awareness of safe dance practise and awareness of technique</li><li>• Pupils will identify strengths and limitations and work to bridge the gap between them.</li><li>• Pupils will learn about warm-up and technique. They will be introduced to and begin to develop fundamentals of basic ballet training.</li><li>• Pupils will learn about focus, self-awareness, self-discipline and problem solving.</li></ul> <p><b>Lesson vocabulary</b></p> <ul style="list-style-type: none"><li>• Strength, core-stability, posture, alignment, extension, mobility, parallel, first position, second position, plie, rise, point, elongate.</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Skills: flexibility, coordination</li></ul>

### Guidance warnings

- Physical activity required.
- 



## 2.

### Working in the style of a professional choreographer

#### Pupils will learn

- Pupils will be introduced to Infra and Wayne MacGregor's approach to abstracting alignment and choreographic style/approach.
- Pupils will demonstrate the ability to abstract and 'distort' recognised movement and explore attention to dynamics in choreography.
- Pupils will develop a taught phrase using McGregor's techniques in pushing physicality.
- Pupils will review the effectiveness of choreographic choices.
- Pupils will learn about independence, creativity, problem solving, decision making, resilience, risk taking and critical thinking.

#### Lesson vocabulary

- Physicality, hyper-extension, shaping, body line, angular, sharp, show, make, task, action, space, dynamics, recreate, version, adapt, distort.

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Essential additional subject-specific information

- Skills: posture, alignment

#### Guidance warnings

- Physical activity required.



### 3.

## Creating and developing movement material

### Pupils will learn

- Pupils will learn to create and develop movement material using pedestrian movement.
- Pupils will demonstrate the ability to create a short phrase based on a piece of poetry that provided the stimulus for Infra.
- Pupils will explore pedestrian movement qualities. To develop the material through appropriate and varied choices of uses of action, space and dynamics.
- Pupils will identify strengths in work and suggest ways in which to further improve the work.
- Pupils will learn about creativity, self-awareness, independence, problem solving and decision making.

### Lesson vocabulary

- Walk, look, hurry, stop, go, pause, repeat, reorder, re-size, levels, pathways.

### Equipment

- Copy of 'Under the brown fog of a winter dawn / A crowd flowed over London Bridge, so many.' T.S. Eliot, device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

### Guidance warnings

- Physical activity required.



## 4.

### Using improvisation



#### Pupils will learn

- Pupils will learn improvisation as a choreographic process.
- Pupils will demonstrate the ability to use an image as a starting point for initiating movement.
- Pupils will learn to link an image of a 'wasteland' to vocabulary that will provide ideas for movement exploration.
- Pupils will discuss the value of improvisation and the role it plays in creating work.
- Pupils will learn about risk taking, problem-solving, resilience, self-discipline, creativity and mental toughness.

#### Lesson vocabulary

- Exploration, initiate, action, limbs, levels, foreground, background, shape.

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Essential additional subject-specific information

- Skills: improvisation

#### Guidance warnings

- Physical activity required.
-

## 5.

### Exploring choreographic devices

#### Pupils will learn

- Pupils will learn about choreographic devices, in particular using contrast and climax.
- Pupils will 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.
- Pupils will learn to evaluate the impact of using contrast and climax in your choreography.
- Pupils will creativity, problem solving, decision making and independence.

#### Lesson vocabulary

- Contrast, climax, energy, size, travel, jump, leap, force.

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Guidance warnings

- Physical activity required.
- 



## 6.

### How to use structure and music

#### Pupils will learn

- Pupils will learn about structuring devices, form and aural setting.
- Pupils will demonstrate the ability to solve a choreographic problem, resulting in the piecing together of sections of movement.
- Pupils will explore how the use of music can impact on the structuring of movement material.
- Pupils will identify the differences in dance structures and how they are used effectively.
- Pupils will learn about problem solving, decision making, self awareness, creativity and critical thinking.

#### Lesson vocabulary

- Binary, ternary, rondo, episodic, unity, logical sequence, structure, aural, music, sound, phrasing.

#### Equipment

- Device to play music (e.g. phone or MP3 player), a 2x2m clear space, suitable clothing.

#### Essential additional subject-specific information

- Skills: rhythm, timing

#### Guidance warnings

- Physical activity required.
- 







Lesson  
number

Lesson question

About the lesson

1.

Throwing and catching in sport

Pupils will learn

- Pupils will learn about throwing and catching, particularly in reference to striking and fielding.
- Pupils will demonstrate accurate catching technique and they will demonstrate the correct throwing technique.
- Pupils will learn about decision making, resilience, personal challenge and motivation.

Lesson vocabulary

- Prediction of flight path, visual input, accuracy

Equipment

- Tennis ball, ball of socks

Essential additional subject-specific information

- Skills: footwork, positioning, coordination.

Guidance warnings

- Physical activity required.

## 2.

### Maximising hand-eye coordination in sport

#### Pupils will learn

- Pupils will learn about hand eye-coordination, particularly in reference to tennis.
- Pupils will demonstrate the ability to process visual input to guide arm movement to produce basic tennis strokes.
- Pupils will learn about decision making, coping with pressure, personal challenge and motivation.

#### Lesson vocabulary

- Flight path, parabola, visual input, accuracy

#### Equipment

- Frying pan, ball of socks, tennis ball

#### Essential additional subject-specific information

- Skills: positioning, coordination, balance

#### Guidance warnings

- Physical activity required.
- 



### 3.

## Moving a sporting implement

### Pupils will learn

- Pupils will learn about moving a sporting implement, particularly in reference to hockey.
- Pupils will demonstrate the correct movement of the ball using equipment.
- Pupils will learn about decision making, problem solving, resilience and personal challenge.

### Lesson vocabulary

- Grip, schema, motor programme

### Equipment

- Umbrella, vacuum handle, ball of socks, tennis ball

### Essential additional subject-specific information

- Skills: coordination, balance, agility

### Guidance warnings

- Physical activity required.
- 



## 4.

### How can sports skills be linked together?

#### Pupils will learn

- Pupils will learn about linking skills, particularly in reference to basketball.
- Pupils will demonstrate movement patterns that coordinate the combining of different skills in a sporting context
- Pupils will learn about coping with pressure, resilience, independence and personal challenge.

#### Lesson vocabulary

- Peripheral vision, schema, motor programme, preparation, execution, follow through.

#### Equipment

- Ideally a ball, can be a cushion, toilet roll

#### Essential additional subject-specific information

- Skills: coordination, balance, agility

#### Guidance warnings

- Physical activity required.
- 



## 5.

### How can we improve our reactions in sports situations?

#### Pupils will learn

- Pupils will learn about reacting to a situation, particularly in reference to netball.
- Pupils will demonstrate the correct choice of movement based on the situation the performer is in.
- Pupils will learn about decision making, coping with pressure, resilience, problem solving, fluency of ideas and cooperation.

#### Lesson vocabulary

- Cues, prediction, reaction time

#### Equipment

- Ideally a ball, can be a cushion, toilet roll

#### Essential additional subject-specific information

- Skills: spatial anticipation, temporal anticipation

#### Guidance warnings

- Physical activity required.
- 



## 6.

### How can we outwit an opponent in sport?

#### Pupils will learn

- Pupils will learn about outwitting opponents, particularly in reference to football.
- Pupils will demonstrate how to outwit an opponent in a sporting situation.
- Pupils will learn about decision making, coping with pressure, resilience, problem solving, tactics and strategies and cooperation.

#### Lesson vocabulary

- Counter- attack, overload, information processing, working memory, selective attention, tactics and strategies.

#### Equipment

- Ideally a ball, can be a cushion, toilet roll

#### Essential additional subject-specific information

- Skills: coordination, balance, agility

#### Guidance warnings

- Physical activity required.
- 





Lesson  
number

Lesson question

About the lesson

---

1.

**Agility**

**Pupils will learn**

- Pupils will learn to develop their agility.
- Pupils will learn to move with speed and control and have the ability to change direction.
- Pupils will learn to make fast and effective decisions.
- Pupils will learn to compete with maximum effort.

**Lesson vocabulary**

- Speed, sequence

**Equipment**

- 6 objects (e.g. water bottle, trainer, can of food, toilet roll), a clear indoor or outdoor space roughly 3m squared.

**Essential additional subject-specific information**

- Skills: agility, fast feet reaction, communication

**Guidance warnings**

- Physical activity required.
-

## 2.

### Speed and agility

#### Pupils will learn

- Pupils will learn to develop their agility and speed.
- Pupils will learn to jump accurately with agility and speed, whilst having a controlled body.
- Pupils will learn to develop tactical awareness.
- Pupils will learn to focus on and develop appropriate technique.

#### Lesson vocabulary

- Hip rotation, core strength, speed

#### Equipment

- Ties, pieces of string or rolled up towels, timer.

#### Essential additional subject-specific information

- Skills: control, balance

#### Guidance warnings

- Physical activity required.
- 





### 3.

## Jumping for height

### Pupils will learn

- Pupils will learn how to jump for height.
- Pupils will learn to apply effective jumping technique to gain height.
- Pupils will learn to make informed choices to influence performance.
- Pupils will learn to solve athletics based problems.

### Lesson vocabulary

- Height, drive, landing, take off, scissor, opposite

### Equipment

- Toilet rolls x 5

### Guidance warnings

- Physical activity required.
- 



## 4.

### Flexibility and core strength

#### Pupils will learn

- Pupils will learn about flexibility and core strength
- Pupils will learn to develop flexibility and core strength.
- Pupils will learn to follow rules
- Pupils will learn to engage in and be motivated by competitive situations.

#### Lesson vocabulary

- Reach, core strength

#### Equipment

- Toilet roll (or similar).

#### Essential additional subject-specific information

- Skills: flexibility, balance, coordination

#### Guidance warnings

- Physical activity required.
- 



## 5.

### Throwing for accuracy

#### Pupils will learn

- Pupils will learn about throwing for accuracy.
- Pupils will learn to accurately throw in and at a target.
- Pupils will learn to develop skills in a progressive nature.

#### Lesson vocabulary

- Aim, target, accuracy, power, control

#### Equipment

- Rolled up socks or a ball

#### Essential additional subject-specific information

- Skills: accuracy

#### Guidance warnings

- Physical activity required.
- 



## 6.

## Balance

### Pupils will learn

- Pupils will learn about balance.
- Pupils will learn to use core strength to support dynamic balance.
- Pupils will learn to show commitment and effort to an activity.
- Pupils will learn to be resilient.

### Lesson vocabulary

- Agility, balance, coordination

### Equipment

- 6 household items.

### Essential additional subject-specific information

- Skills: agility, balance, coordination

### Guidance warnings

- Physical activity required.
- 





**Lesson number**

**Lesson question**

**About the lesson**

---

**1. How to use grid references**

**Pupils will learn**

- In this lesson, we will learn how to read and interpret maps using grid referencing. We will explore how to locate features on a map using grid references and gain an understanding of the importance of this skill in Outdoor and Adventurous Activity (OAA).

**Equipment**

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

**Guidance warnings**

- Physical activity required.
-

## 2.

### Finding your direction

#### Pupils will learn

- In this lesson, we will learn how to find directions by locating north without a compass, where we will discover how to make a compass using items we have available to us. We will explore the different directions and complete some physical challenges based around direction.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 



### 3.

## How to plan a route

### Pupils will learn

- In this lesson, we will learn how to plan and organise a route. This lesson will bring together skills learnt in lesson 1 and 2, applying them to safe route planning. We will explore some technical terms associated with route planning and complete a challenge to follow planned routes.

### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

### Guidance warnings

- Physical activity required.
- 



## 4.

### How to use semaphore flags

#### Pupils will learn

- In this lesson, we will learn how to send non-verbal communication using semaphore flags. We will explore how different flag positions relate to different letters of the alphabet and learn how to send messages. We will complete some physical challenges whilst also coding, sending and decoding messages.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 





## 5. Hitting targets

### Pupils will learn

- In this lesson, we will learn how to use accuracy and precision to hit different targets. We will explore the flight of different items and materials when thrown at a target whilst focusing on the life skills of resilience and resourcefulness.

### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

### Guidance warnings

- Physical activity required.
- 



## 6.

### Bridge building

#### Pupils will learn

- In this lesson, we will learn how to apply the life skills of creative thinking and fluency of ideas to solve the problem of building bridges and towers. We will include the planning and completion of a physical challenge based on the outcome of the building work.

#### Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

#### Guidance warnings

- Physical activity required.
- 



# 4. Learn More



## Contents

### Section number

### Section heading

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## 1. Introduction to Oak's key stage 3 physical education curriculum



Our aim is to help all pupils continue to access Physical Education (PE) even 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, and 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



## **2. 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.

## **3. 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 pupil card is provided to minimise potential barriers to accessing the lesson, these can be accessed electronically and, if required, printed off.

## **4. 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.

## **5. 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.

## **6. 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.

## **7. 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 (re-word to be less of a claim?). All accumulating in an increased motivation to do more physical activity.

## **8. 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)

## 9. Equipment

Unit title:	Unit length:	Equipment
Health related exercise activity: Components of fitness	6 lessons	Items to jump over e.g. teddy, cushion Socks or string/rope, t shirt, timing device – phone/click/watch
Dance activity: An introduction to choreographic processes, devices and intention, performing set choreography and the devising of individual work	6 lessons	Device to play music
Games activity: Developing fundamental and transferable skills	6 lessons	Toilet roll Umbrella Longer tub/ piping e.g. vacuum cleaner tube
Athletic activity: Acquiring techniques	6 lessons	Toilet rolls, Laundry basket/bucket,



		Towels/ties/string, Tape measure or piece of string
Outdoor and adventurous activity: Following instructions and problem solving skills	6 lessons	Household objects, Tray, Small bouncing ball, Socks, Table, Toilet roll/kitchen roll tubes, Clock/timing device (e.g. phone)
Health related exercise (HRE) activity: Personalised fitness	6 lessons	Items to jump over e.g. teddy, cushion Socks or string/rope, t shirt, timing Device – phone/click/watch
Dance activity: 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
Games activity: Analysing and improving performance	6 lessons	Toilet roll Umbrella Longer Tub/ piping (e.g. vacuum cleaner tube)
Athletic activity: Developing power, strength and speed	6 lessons	Toilet rolls, Laundry basket/bucket, Towels/ties/string, Tape measure or piece of string
Outdoor and adventurous activity: Developing critical thinking	6 lessons	Household objects, Tray, Small bouncing ball, Socks, Table, Toilet roll/kitchen roll tubes, Clock/timing device – phone