



‘The potential for greatness lives within each of us’

(Wilma Rudolph)

Introduction and Intent

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We also recognise that physical development is a huge platform for all round personal development and as such pupils are assessed against 9 ‘pupil interaction’ strands to ensure the progress of ‘the whole child’ is tracked and celebrated. Our Physical Development Curriculum provides opportunities for all pupils to become physically confident in a way which supports their health and fitness from the Early Years Foundation Stage. Within each Key Stage, pupils have time to practise and develop a range of fine and gross-motor skills based around a sporting theme, including swimming. Then in the secondary phase, we incorporate the leadership curriculum into Physical Development lessons to develop valuable life skills such as independence, confidence, communication, teamwork and decision-making. There is a specific emphasis on leadership in Spring 2 to prepare pupils for their next steps in Post 16. In Key Stage 4 pupils will also have the opportunity to gain AQA Certification and potential qualifications appropriate to them. Sporting events both in school and against other schools are also frequently planned and outdoor adventure activities take place as part of our Woodland Adventure Curriculum, building character, resilience and helping to embed values such as fairness and respect, one of our British Values. In addition to their timetabled physical development lessons, all pupils are encouraged to be active throughout the day in all parts of the curriculum. External coaches also visit school and provide further access and physical development opportunities to pupils within school.

The national curriculum for physical education aims to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives*

By being physically active pupils can build long lasting healthy habits that support their mental health and wellbeing, now and into their futures.



Pupil Interaction

<u>Pupil Interaction</u>	<u>Amber</u>	<u>Green</u>
Participation	Pupils participate in more than 20% of the lesson but less than 50% of the lesson.	Pupils participate in 50% or more of the lesson.
Motivation	Pupils demonstrate some effort when completing adult directed activities.	Pupils consistently apply high levels of effort to complete different tasks.
Positive social interactions	Pupils demonstrate some positive interactions with peers and adults.	Pupils consistently demonstrate positive interactions with peers and adults and may initiate interactions.
Self-regulation	Pupils are mostly (90%) able to manage their emotions with minimal support, e.g maybe just a prompt, reminder, 5 minute time out.	Pupils are able to consistently manage their emotions using strategies they have learnt.
Peer-to Peer Learning	Pupils who learn from other pupils through listening, watching etc or are able to support another pupil on some occasions but cannot yet do both consistently.	Pupils who accept advice and support from other pupils and are also able to support other pupils in return and have shown this on multiple occasions.
Confidence	Pupils show hesitation in completing some tasks but will eventually attempt them with support and encouragement.	Pupils are assured in their ability, comfortable in the environment and enjoy taking on challenges.
Attitude	Pupils who respond positively to adults most (50-75%) of the time and follow the rules, routines and boundaries in place.	Pupils who consistently respond positively to adults, demonstrate active listening, are respectful to peers and follow the rules, routines and boundaries in place.
Enthusiasm	Pupils are quite neutral in their responses and reactions when completing a task but are engaging.	Pupils respond with positive body language, facial expression, changes in behaviour/mood that indicate they are happy/excited to do the lesson/task.
Achievement	Pupils are making some progress towards personal targets or targets set within the lesson. For example this could be to do	Pupils are making good progress towards personal targets or targets set within the lesson. For example this could be to do



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key S



	with changing, joining in a specific activity, keeping score etc.	with changing, joining in a specific activity, keeping score etc.
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EYFS (Nursery and Reception) Curriculum



EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
 FINE MOTOR	Fine motor skills will be developed throughout the year through adult directed daily activities and through opportunities within provision such as using peg-boards, painting and playdough. Children will be taught, modelled, scaffolded and encouraged to mark make with a range of mark making equipment such as paintbrushes, tools, playdough, pen, pencils, scissors and have opportunity to explore and learn for themselves. During snack children will have the opportunity to learn how to use cutlery, first with a spoon, then fork and knife. Once a child's fine motor skills have progressed they will begin to copy pre-writing marks using a variety of mark making materials e.g. using pencils, chalk, paint sticks, paint brushes. Children will then trace over vertical lines and circles and begin to practise writing their name, embedded within communication curriculum. We will continuously check the progress of children's handwriting, pencil grip and letter formation, including directionality and provide extra help and guidance when needed.					
GROSS MOTOR INSIDE / OUT 	Ball Skills Throwing Catching Kicking Passing Batting Aiming <i>WEEKLY SPECIALIST DANCE SESSION</i>	Dance and Circuits Move energetically. Copy basic actions. Move to music. Negotiate space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Invasion Games Ball skills: throwing, catching, kicking. Using different sized balls. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Gymnastics Balance Core muscle strength. Jumping and landing. Awareness of space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Multiskills Follow the rules of a game. Use a racket. Join in with a game. Sports Day! <i>WEEKLY SPECIALIST DANCE SESSION</i>	Athletics Moving different ways. Travelling with confidence. Refining fundamental skills. Running skills. Agility. <i>WEEKLY SPECIALIST DANCE SESSION</i>
CONTINUOUS PROVISION DEVELOPMENT MATTERS 2020	Cooperation games e.g. parachute games, climbing outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting. Crates play for climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



Key Stage 1 (Year 1 and 2) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Travel with a ball in different directions. 3. Explore different balls. 4. Retrieve and release a ball 5. Know a ball can be thrown, caught, rolled and bounced with a partner. 6. Show anticipation when playing with a ball. 7. Develop spatial awareness 8. Begin to develop an awareness of others and turn taking 9. Be able to play with another person or adult. 10. Celebrate with others or recognise celebrations when a goal/point is scored.	1. Carry and place equipment safely. 2. Move at different speeds and in different directions with a ball in hand. 3. Prepare to send or receive a ball by adapting body position to be in a 'ready' position. 3. Throw a ball underarm and overarm. 4. Catch and bounce a ball on your own. 5. Throw, catch, roll and bounce a ball with a partner. 6. Move around a small space safely. 7. Play a game which involves a small number of people, eg.4-6. 8. Show an awareness of how to score points in a named game.	1. Recognise/name/identify equipment. 2. Move at different speeds and in different directions to avoid opponents. 3. Practise more accurate throwing and consistent catching. 4. Throw, catch and bounce a ball with a partner with some accuracy. 5. Throw a ball towards a given target, e.g a goal, net etc. 6. Begin to use throwing and catching skills in a game. 7. Show an understanding of attacking and defending through movement within a playing area 8. Know how to score points in a given game and help the team to score a point.	1. Recognise/name/identify equipment used in different games. Practise accurate throwing and consistent catching. 2. Throw, catch, roll and bounce a ball with a partner with accuracy. 3. Throw a ball with accuracy towards a given target, e.g a goal, net etc. 4. 5. Use throwing and catching skills in a game successfully in a game. 6. Demonstrate attacking and defending skills. 7. Be able to follow the score and identify which team wins.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction



• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Autumn 2 - Health and Personal Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Begin to recognise that the body feels different when exercising. 3. Copy actions/movements. 4. Attempt to repeat actions. 5. Show more than one speed of action. 6. Watch performances. 7. Develop an awareness of personal space. 8. Begin to develop an awareness of others and turn taking.	1. Carry and place equipment safely. 2. Identify 2 ways in which the body feels different during exercise. 3. Copy and repeat actions. 4. Begin to join more than one idea/movement to build a simple sequence 4. Vary the speed/dynamics of their actions. 5. Perform using a range of actions and body parts with some coordination. 6. Watch performances and give simple feedback or praise, e.g thumbs up/high 5.	1. Recognise/name/identify equipment. 2. Describe how the body feels during exercise. 3. Copy, remember and repeat actions. 4. Put a sequence of actions together to create a motif. 5. Change the speed and level of their actions. 6. Perform learnt skills with more control. 7. Watch and describe performances, suggesting how others can improve.	1. Recognise/name/identify equipment used in different games. 2. Describe how the body feels before, during and after exercise. 3. Copy, remember and repeat sequences of actions. 4. Use simple choreographic devices, unison and mirroring. 5. Improve the timing of their actions. 6. Perform learnt skills with increasing control. 7. Watch and describe performances, and suggest ways in which they or others can improve.



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key S



	7. Explore space moving forwards, backwards, sideways, high, low, beginning to show an awareness of others	8. Use space effectively during a routine and explore formations as a group.	8. Use space effectively during a routine and explore formations and be in time with the beat of the music.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement

Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Explore travelling with a ball in different ways. 3. Develop an awareness of others and turn taking. 4. Show anticipation when playing with different balls. 5. Begin to follow simple rules. 6. Develop skills to move a ball	1. Carry and place equipment safely. 2. Travel with a ball in different directions with some control and fluency. 3. Pass the ball to another player. 4. Run at different speeds with some ball control.	1. Recognise/name/identify equipment. Travel with a ball in different directions with increasing control and fluency. 2. Pass the ball to a player in a game. 3. Run at different speeds with ball control.	1. Recognise/name/identify equipment used in different games. 2. Travel with a ball in different directions with more control and fluency. 3. Pass the ball to another player accurately.



using a range of body parts and/or equipment e.g kicking, pushing with a hockey stick. 7. Initiate playing with a ball 8. Celebrate with others or recognise celebrations when a goal/point is scored.	5. Begin to use simple defensive skills such as marking a player or defending. 6. Begin to use simple attacking skills such as dodging to get past a defender. 7. Follow simple rules. 8. Use a range of actions and body parts with some coordination. 9. Begin to perform learnt skills with some control. 10. Begin to engage in team games. 11. Watch and describe games. 12. Show an awareness of how to score points in a named team game.	4. Use simple defensive skills such as marking a player or defending a space. 5. Use simple attacking skills such as dodging to get past a defender. 6. Follow simple rules to play games. 7. Use a range of actions and body parts with more coordination. 8. Begin to perform learnt skills more controlled. 9. Engage in team games. 10. Watch and describe games, saying how they could improve. 11. Know how to score points in a given game and help the team to score a point.	4. Run at different speeds and in different directions controlling a ball. 5. Know when to use simple attacking and defending skills. 6. Demonstrate skills with some success. 7. Follow simple rules to play team games. 8. Use a range of actions and body parts with increasing coordination. 9. Begin to perform learnt skills with increasing control. 10. Engage in competitive team games. 11. Watch and describe performances, and use what they see to improve their own performance. 12. Be able to follow the score and identify which team wins.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm



- Enthusiasm - Achievement	- Enthusiasm - Achievement	Achievement	Achievement
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Explore simple stretches. 3. Explore different ways of travelling/ moving in the space around me. 4. Explore different shapes. 5. Stop/freeze/start on command. 6. Explore different levels - high, low. 7. Begin to carry out simple jumps and land safely. 8. Begin to carry out a range of simple balances. 9. Explore holding simple shapes. 10. Copy simple actions 11. Develop an awareness of others and turn taking. 12. Explore the space around me. .	1.. Carry and place equipment safely. 2. Attempt to copy simple stretches. 3. Skip and gallop. 4. Log roll, egg roll and teddy bear roll with some control. 5. Carry out a range of simple jumps and land safely. 6. Carry out a range of simple balances. 7. Hold simple shapes with some control. 8. Move with control and care. 9. Copy simple actions and movement sequences, recognising contrasting actions. 10. Begin to perform a movement sequence. 11. Begin to perform learnt skills with some control.	1. Climb onto equipment safely. 2. Copy simple stretches. 3. Skip and gallop, changing direction. 4. Log roll, egg roll and teddy bear roll with more control. 5. Jump in a variety of ways and land with more control. 6. Hold simple balances with more control. 7. Hold simple shapes with more control. 8. Move with increasing control and care. 9. Copy and remember actions and movements to create their own sequence. 10. Create and perform a movement sequence. 11. Perform learnt skills with increasing control.	1. Use equipment safely. 2. Carry out simple stretches. 3. Skip and gallop, changing speed and direction. 4. Log roll, egg roll and teddy bear roll with increasing control. 5. Jump in a variety of ways and land with increasing control. 6. Hold simple balances with control. 7. Hold simple shapes with increasing control. 8. Move around equipment with confidence and skill. 9. Create their own sequence. 10. Perform sequences of their own composition with increasing coordination. 11. Perform using a range of actions and body parts.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
Participation	Participation	Participation	Participation



• Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
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Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
1.. Begin to carry and place equipment safely. 2. Begin to use a range of actions and body parts with some coordination. 3. Show anticipation when playing with a ball. 4. Develop spatial awareness 5. Begin to develop an awareness of others and turn taking 6. Be able to play with another person or adult.	1. Carry and place equipment safely. 2. Develop hitting skills. 3. Develop striking and sending skills. 4. Perform learnt skills with some control. 5. Use a range of actions and body parts with some coordination. 6. Begin to engage in team games. 7. Begin to say how they could improve.	1. Recognise/name/identify equipment. 2. Strike or hit a ball with more control. 3. Practise basic striking, sending and receiving skills with more control. 4. Develop using skills in a game. 5. Perform using a range of actions and body parts with more control and coordination. 6. Engage in team games. 7. Watch and describe performances, and use what they see to begin to improve their own performance.	1. Recognise/name/identify equipment used in different games. 2. Strike or hit a ball with increasing control. 2. Demonstrate basic striking, sending and receiving skills with increasing control. 3. Use skills for playing striking and fielding games. 4. Perform using a range of actions and body parts with increasing control and coordination. 5. Engage in competitive activities. 6. Watch and describe performances, and use what they



			see to improve their own performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Summer 2 - Athletics (to include some Panathlon activities)			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Explore travelling at different speeds. 3. Explore jumping 4. Explore how different body parts feel. 5. Explore a range of equipment 6. Develop an awareness of space. 7. Be able to play with at least one other person	1.. Carry and place equipment safely. 2. Vary speed or pace when running. 3. Run with basic technique with good posture and balance. 4. Change direction jogging and sprinting. 5. Perform different types of jumps. 6. Perform a short copied jumping sequence.	1. Recognise/name/identify equipment. 2 Vary speed and pace when running. 3. Use a variety of different stride lengths. 4. Maintain control when changing direction. 5. Combine different jumps together with some fluency and control.	1. Recognise/name/identify equipment used in different games. 2. Run at different paces and describe. 3. Run with basic technique over distances. 4. Begin to select the most suitable pace and speed for distance.



8. Throw objects in a given direction or at a given target.	7. Land safely with control. 8. Throw underarm and overarm. 9. Throw a ball towards a target with increasing accuracy. 10. Improve the distance they can throw by using more power. 11. Begin to perform learnt skills with some control. 12. Begin to engage in team games. 13. Describe games.	6. Perform and compare different types of jumps. 7. Develop the control of their jumps. 8. Throw different types of equipment in different ways. 9. Throw equipment with more accuracy. 10. Throw equipment with more power over a greater distance. 11. Perform learnt skills with more control. 12. Engage in team games. 13. Begin to say how they could improve.	5. Combine different jumps together with more fluency and control. 6. Perform own sequence of jumps. 6. Work with a partner to develop the control of their jumps. 7. Throw different types of equipment in different ways with control. 8. Throw equipment with increasing accuracy. 9. Throw equipment over increasing distances. 10. Perform learnt skills with increasing control. 11. Engage in competitive activities. 12. Use what they watch to improve own performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement



Key Stage 2 (Year 3, Year 4, Year 5 and year 6) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
1. Begin to carry and place equipment safely. 2. Throw either overarm or underarm. 3. Explore a bouncing ball. 4. Know a ball can be thrown, caught and bounced with a partner. 5. Show anticipation when playing with a ball. 6. Develop an awareness of spatial awareness 7. Begin to develop an awareness of others and turn taking 8. Be able to play with another person or adult.	1. Vary types of throw used (overarm, underarm, bounce, roll). 2. Throw a ball for distance. 3. Catch with increasing control and accuracy. 4. Use hand-eye coordination to control a ball. 5. Perform learnt skills with coordination and control. 6. Compete against self and others. 7. Talk about the differences between their work and that of others.	1. Begin to throw a ball in different ways (e.g. high, low, fast or slow). 2. Throw and catch with increasing control and accuracy. 3. Practise the correct technique for catching a ball and use it in a game. 4. Use hand-eye coordination to control a ball consistently. 5. Perform learnt skills and techniques with control, coordination and increasing confidence. 6. Compete against self and others with some control. 7. Watch, describe and evaluate the effectiveness of a performance.	1. Throw a ball in different ways (e.g. high, low, fast or slow). 2. Throw and catch with greater control and accuracy. 3. Perform a range of catching and gathering skills with control. 4. Develop the quality of the actions in their performances. 5. Perform learnt skills and techniques with control, coordination and confidence. 6. Compete against self and others in a controlled manner. 7. Describe how their performance has improved over time.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions	• Participation • Motivation • Positive social interactions	• Participation • Motivation • Positive social interactions	• Participation • Motivation • Positive social interactions • Self-regulation



• Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
1. Explore how the body feels during different physical activities. 2. Begin to carry and place equipment safely. 3. Recognise that the body feels different when exercising. 4. Copy actions. 5. Attempt to repeat actions. 6. Develop varying speed of actions. 7. Watch performances. 8. Develop an awareness of personal space. Begin to develop an awareness of others and turn taking 9. Be able to play with another person or adult	1. Describe how the body feels during and after different physical activities. 2. Explain what they need to stay healthy. 3. Have an understanding of why it is important to warm-up and cool-down. 4. Begin to create a short motif inspired by a stimulus. 5. Use simple choreographic devices: unison, canon and mirroring. 6. Perform sequences of their own composition with coordination. 7. Move in time to music. 8. Compete against self and others. 9. Talk about the differences between their work and that of others.	1. Recognise the effects of exercise on the body. 2. Recognise strength and flexibility in physical activity. 3. Know why it is important to warm up and cool down. 4. Create a short motif inspired by a stimulus. 5. Begin to compare and adapt movements and motifs to create a larger sequence. 6. Perform learnt skills and techniques with control and confidence. 7. Perform with some awareness of rhythm. 8. Compete against self and others with increasing control. 9. Describe how their performance has improved over time.	1. Recognise and describe the effects of exercise on the body. 2. Know the importance of strength and flexibility for physical activity. 3. Explain why it is important to warm up and cool down. 4. Create motifs from different stimuli. 5. Begin to improvise with a partner to create a simple dance. 6. Develop the quality of the actions in their performances. 7. Perform with some awareness of rhythm and expression. 8. Compete against self and others in a controlled manner. 9. Watch, describe and evaluate the effectiveness of a performance.



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Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
1. Explore different actions with balls 2. Explore taking turns with others Explore the space around us 3. Change speed or direction whilst running. 4. Develop using a range of body parts. 5. Initiate playing with a ball class routines . .	1. Bounce and kick a ball whilst moving. 2. Know how to pass the ball in different ways. 3. Change speed and direction whilst running. 4. Begin to choose and use the best space in a game. 5. Understand the importance of rules in games. 6. Use simple attacking and defending skills. 7. Perform learnt skills with coordination and control.	1. Move with the ball in a variety of ways with some control. 2. Pass the ball in two different ways in a game situation. 3. Use different ways of travelling at different speeds and following different pathways, directions or courses. 4. Find a useful space and move into it ready to support teammates. 5. Follow rules fairly. 6. Use simple attacking and defending skills in a game.	1. Use two different ways of moving with a ball in a game. 2. Pass the ball in two different ways in a game situation with some success. 3. Know how to keep and win back possession of the ball in a team game. 4. Find a useful space, move into it and support teammates. 5. Apply and follow rules fairly. 6. Understand and begin to apply the basic principles of invasion games.



	8. Compete against self and others. 9. Talk about the differences between their work and that of others.	7. Develop the quality of the actions in their performances. 8. Compete against self and others with some control. 9. Describe how their performance has improved over time	7. Perform learnt skills and techniques with control, coordination and confidence. 8. Compete against self and others in a controlled manner. 9. Watch, describe and evaluate the effectiveness of a performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
1. Explore travelling in a variety of ways. 2. Explore climbing and jumping safely. 3. Explore large and small body part balances. 4. Move with control and care.	1. Travel in a variety of ways with developing control. 2. Jump in a variety of ways and land with more control and balance.	1. Travel in a variety of ways with control. 2. Jump in a variety of ways and land with increasing control and balance. 3. Develop the quality of their actions, shapes and balances.	1. Use turns whilst travelling in a variety of ways. 2. Begin to use equipment to vault. 3. Create interesting body shapes while holding balances with control and confidence.



Explore the space around me.	3. Hold balances and shapes on different points of the body with control. 4. Perform sequences of their own composition with coordination. 5. Move with coordination, control and care.	4. Link combinations of actions with increasing confidence, including changes of direction, speed or level. 5. Develop the quality of the actions in their performances.	4. Choose ideas to compose a movement sequence independently and with others. 5. Begin to show flexibility in movements.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement

Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
1. Explore what happens when a ball is rolled, bounced or thrown. 2. Explore different positions a body can make.	1. Strike or hit a ball with control. 2. Position the body and strike a ball.	1. Strike the ball for distance. 2. Practise the correct batting technique. 3. Use known skills to stop a ball from travelling past them.	1. Demonstrate successful hitting and striking skills. 2. Practise the correct batting technique and use it in a game.



3. Anticipate what happens when a ball is thrown, rolled or bounced. 4. Explore the space around me. 5. Be able to play alongside others Be able to play with one other person.	3. Watch ball placement in a game and move into a space ready to receive. 4. Throw overarm. 5. Know game rules. 6. Perform learnt skills with coordination and control. 7. Compete against self and others. 8. Talk about the differences between their work and that of others.	4. Accurately throw overarm. 5. Play games fairly. 6. Perform learnt skills and techniques with control, coordination and confidence. 7. Compete against self and others with increasing control. 8. Watch, describe and evaluate the effectiveness of a performance.	3. Develop a range of striking, sending, and receiving skills. 4. Develop a safe and effective overarm bowl. 5. Understand why games are played fairly. 6. Develop the quality of the actions in their performances. 7. Compete against self and others in a controlled manner. 8. Describe how their performance has improved over time.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement •	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement



Summer 2 - Athletics (to include some Panathlon activities)			
Access	Build	Connect	Deepen
1. Explore different methods of travel. 2. . Complete sensory circuits. 3. .Explore different ways of jumping and moving. 4. Explore the space around me. 5. Be able to play alongside others 6. Be able to play with one other person.	1. Vary the speed and direction in which they are travelling. 2. Run with basic techniques following a curved line. 3. Begin to combine running with jumping over hurdles. 4. Investigate the best jumps to cover different distances. 5. Know that the leg muscles are used when performing a jumping action. 6. Throw with accuracy at targets of different heights. 7. Investigate ways to alter their throwing technique to achieve greater distance. 8. Perform learnt skills with control. 9. Compete against self and others. 10. Talk about the differences between their work and that of others.	1. Be able to maintain and control a run over different distances. 2. Focus on their arm and leg action. 3. Focus on trail leg and lead leg action when running over hurdles. 4. Choose the most appropriate jumps to cover different distances. 5. Land safely and with control. 6. Show more control in their overarm throw. 7. Continue to develop techniques to throw for increased distance. 8. Perform learnt skills and techniques with control and coordination. 9. Compete against self and others with increasing control. 10. Watch, describe and evaluate the effectiveness of a performance.	1. Understand the importance of adjusting running pace to suit the distance being run. 2. Focus on their arm and leg action to improve their sprinting technique. 3. Identify and demonstrate how different techniques can affect their performance. 4. Develop an effective take-off for the standing long jump. 5. Develop an effective flight phase for the standing long jump. 6 Show increasing control in their overarm throw. 7. Perform a push throw. 8. Perform learnt skills and techniques with control, coordination and confidence. 9. Compete against self and others in a controlled manner. 10. Describe how their performance has improved over time.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation	• Participation • Motivation	• Participation • Motivation	• Participation • Motivation



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stages



• Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
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Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
1. Develop different ways of throwing and catching. 2. Perform and apply skills and techniques with control. 3. Experience a range of competitive games and activities. 4. Take turns with others 5. Explore what happens when a ball is thrown or bounced. 6. Anticipate what happens when a ball is thrown or bounced.	1. Practise different ways of throwing and catching. 2. Perform and apply skills and techniques with control and accuracy. 3. Take part in a range of competitive games. 4. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	1. Consolidate different ways of throwing and catching. 2. Begin to consistently perform and apply skills and techniques with accuracy and control. 3. Take part in competitive games with some understanding of tactics. 4. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	1. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. 2. Consistently perform and apply skills and techniques with accuracy and control. 3. Take part in competitive games with an understanding of tactics. 4. Choose and use criteria to evaluate own and others' performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement



Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
1. Know exercise is good for your health. 2. Know some reasons for warming up and cooling down. 3. Identify and repeat the movement patterns and actions of a given dance style. 4. Attempt to improvise with a partner or on their own. 5. Demonstrate precision and some control in response to stimuli. 6. Show a change of pace and timing in their movements. 7. Use transitions to link motifs smoothly together. 8. Choose and use criteria to evaluate own performances. 9. Begin to use simple dance vocabulary when comparing and improving work.	1. Describe how the body reacts at different times. 2. Know reasons for warming up and cooling down. 3. Identify and repeat the movement patterns and actions of a chosen dance style. 4. Confidently improvise with a partner or on their own. 5. Demonstrate precision and control in response to stimuli. 6. Develop an awareness of their use of space. 7. Perform own longer, more complex sequences in time to music. 8. Choose and use criteria to evaluate own and others' performances. 9. Change parts of a dance as a result of self-evaluation.	1. Describe how the body reacts at different times and how this affects performance. 2. Know and understand reasons for warming up and cooling down. 3. Compose a dance that reflects the chosen dance style. 4. Compose longer dance sequences in a small group. 5. Begin to vary dynamics and develop actions and motifs in response to stimuli. 6. Demonstrate rhythm and spatial awareness. 7. Consistently perform and apply skills and techniques. 8. Explain why they have used particular skills or techniques. 9. Use more complex dance vocabulary to compare and improve work.	1. Explain some safety principles when preparing for and during exercise. 2. Explain the reasons for warming up and cooling down. 3. Improvise with confidence demonstrating fluency across the sequence. 4. Compose individual, partner and group dances that reflect the chosen dance style. 5. Demonstrate imagination and creativity in the movements they devise in response to stimuli. 6. Ensure their actions fit the music's rhythm. 7. Consistently perform and apply skills and techniques with accuracy & control. 8. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 9. Modify parts of a sequence as a result of self and peer evaluation.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction



• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
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Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
1. Use ball skills in various ways, and begin to link together. 2. Pass the ball with increasing speed, accuracy. 3. Explore a range of attacking and defending skills. 4. Demonstrate an increasing awareness of space. 5. Experience a range of competitive games and activities. 6. Perform and apply skills and techniques. 7. Modify their use of skills or techniques to achieve a better result.	1. Move with the ball using a range of techniques showing control and fluency. 2. Pass a ball with speed and accuracy. 3. Use a range of attacking and defending skills and techniques in a game. 4. Make the best use of space to pass and receive the ball. 5. Take part in competitive games with an understanding of tactics. 6. Perform and apply skills and techniques with control and accuracy.	1. Use a variety of ways to dribble in a game. 2. Pass the ball with increasing speed, accuracy and success in a game situation. 3. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. 4. Know when to pass and when to dribble in a game. 5. Vary the tactics they use in a game. 6. Consistently perform and apply skills and techniques. 7. Explain why they have used particular skills or techniques,	1. Use a variety of ways to dribble in a game with success. 2. Pass a ball with speed and accuracy using appropriate techniques in a game situation. 3. Keep and win back possession of the ball in a team game. 4. Shoot in a game. 5. Devise and adapt rules to create their own game. 6. Consistently perform and apply skills and techniques with accuracy and control. 7. Choose and use criteria to evaluate own and others' performance.



	7. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	and the effect they have had on their performance.	
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
1. Travel in different ways with increasing control. 2. Carry out balances. 3. 1, 2, 3 and 4- point balances. 4. Use an increasing range of actions, directions and levels in their sequences. 5. Show changes of direction, speed and level during a performance.	1. Travel in different ways with control. 2. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. 3. Matching and contrasting partner balances. 4. Create a sequence of actions that fit a theme.	1. Travel in different ways, including using flight. 2. Improve the placement and alignment of body parts in balances. 3. Balances with and against a partner. 4. Select ideas to compose specific sequences of	1. Confidently travel in a variety of ways. 2. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. 3. Part bodyweight partner balances.



6. Begin to develop good technique when travelling, balancing and using equipment.	5. Perform and create sequences with fluency and expression. 6. Perform jumps, shapes and balances fluently and with control.	movements, shapes and balances. 5. Develop strength, technique and flexibility throughout performances. 6. Perform and apply skills and techniques with control and accuracy.	4. Adapt their sequences to fit new criteria or suggestions. 5. Perform own longer, more complex sequences involving equipment in time to music. 6. Apply skills and techniques consistently.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement

Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
1. Use hand-eye coordination to strike a stationary or a moving ball. 2. Explore when different shots are best used. 3. Serve underarm.	1. Use different techniques to hit a ball. 2. Practise using different shots. 3. Accurately serve underarm. 4. Develop techniques for all strokes.	1. Identify and apply techniques for hitting a ball. 2. Use at least two different shots in a game situation. 3. Use an overhead serve.	1. Hit a ball with accuracy and control. 2. Build a rally with a partner. 3. Accurately serve overhead. 4. Develop a backhand technique and use it in a game.



4. Practise techniques for all strokes. 5. Begin to demonstrate fielding skills as an individual. 6. Experience a range of competitive games and activities. 7. Modify their use of skills or techniques to achieve a better result.	5. Perform and apply skills and techniques with control and accuracy. 6. Take part in a range of competitive games and activities. 7. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	4. Develop a backhand technique. 5. Use fielding skills as a team to prevent the opposition from scoring. 6. Take part in competitive games with a developing understanding of tactics. 7. Explain why they have used particular skills or techniques, and the effect they have had on their performance	5. Consistently perform and apply skills and techniques with accuracy and control. 6. Take part in competitive games with an understanding of tactics. 7. Choose and use criteria to evaluate their own and others' performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Summer 2 - Athletics (to include some Panathlon activities)			
Access	Build	Connect	Deepen



1. Demonstrate an improved technique for sprinting. 2. Speed up and slow down with some smoothness. 3. Investigate different jumping techniques. 4. Land safely. 5. Perform a pull throw. 6. Continue to develop techniques to throw for increased distance. 7. Experience a range of competitive games and activities. 8. Modify their use of skills or techniques to achieve a better result.	1. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. 2. Perform a relay, focusing on the baton changeover technique. 3. Learn how to combine a hop, step and jump to perform the standing triple jump. 4. Land safely and with control. 5. Perform a pull throw with control, accuracy and increasing distance. 6. Begin to measure the distance of their throws. 7. Take part in competitive games with an understanding of tactics. 8. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	1. Accelerate from a variety of starting positions and select their preferred position. 2. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. 3. Perform the standing triple jump with increased confidence. 4. Perform an effective standing long jump. 5. Perform a pull and fling throw. 6. Measure the distance of their throws with accuracy. 7. Perform and apply skills and techniques with control and accuracy. 8. Explain why they have used particular skills or techniques, and the effect they have had on their performance	1. Identify their reaction times when performing a sprint start. 2. Carry out an effective sprint finish. - Identify and demonstrate stamina, explaining its importance for runners. 3. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. 4. Measure the distance and height jumped. 5. Throw a variety of implements using a range of throwing techniques. 6. Continue to develop techniques to throw for increased distance. 7. Consistently perform and apply skills and techniques with accuracy and control. 8. Choose and use criteria to evaluate own and others' performance.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key S



• Confidence • Attitude • Enthusiasm • Achievement	• Confidence • Attitude • Enthusiasm • Achievement	• Confidence • Attitude • Enthusiasm • Achievement	• Attitude • Enthusiasm • Achievement
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Key Stage 4 (Year 10 and Year 11) Curriculum

Choose an AQA Unit Award Certificate appropriate to your classes needs each term.

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
1. Throw and catch with greater accuracy. 2. Perform and apply a variety of skills and techniques. 3. Experience and / or take part in a range of competitive games and activities. 4. Evaluate their own work.	1. Throw and catch accurately and successfully. 2. Perform and apply a variety of skills and techniques confidently. 3. Take part in competitive games with an understanding of tactics. 4. Thoroughly evaluate their own and others' work.	1. Throw and catch accurately, successfully and confidently. 2. Perform and apply a variety of skills and techniques confidently and consistently. 3. Take part in competitive games with a strong understanding of tactics. 4. Thoroughly evaluate their own and others' work, suggesting improvements.	1. Throw and catch accurately and successfully under pressure in a game. 2. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 3. Take part in competitive games with a strong understanding of tactics and composition. 4. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement



Collect evidence (video/photographic/written records) for Individual or Partner Activities (pg 84-91) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence			
Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
1. Understand the importance of warming up and cooling down. 2. Identify and repeat the movement patterns and actions of a dance. 3. Compose individual dances that reflect the chosen dance style. 4. Show a change of pace and timing in their movements. 5. Demonstrate strong and controlled movements throughout a dance sequence. 6. Attempt to use complex dance vocabulary to compare and improve work.	1. Carry out own warm-ups and cool-downs safely and effectively. 2. Identify and repeat the movement patterns and actions of a chosen dance. 3. Compose individual dances that reflect the chosen dance style with confidence, control and coordination. 4. Move rhythmically and accurately in dance sequences. 5. Use dramatic expression in dance movements and motifs. 6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	1. Understand why exercise is good for health, fitness and wellbeing. 2. Identify and repeat the movement patterns and actions of a chosen dance style with confidence. 3. Compose individual and partner dances that reflect the chosen dance style with confidence, control and coordination. 4. Combine flexibility, techniques and movements to create a fluent sequence. 5. Dance with fluency and control, linking all movements and ensuring that transitions flow. 6. Modify some elements of a sequence as a result of self and peer evaluation.	1. Know ways they can become healthier. 2. Identify and repeat the movement patterns and actions of a chosen dance style with confidence, control and coordination. 3. Compose individual, partner and group dances that reflect the chosen dance style with confidence, control and coordination. 4. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. 5. Demonstrate consistent precision when performing dance sequences. 6. Improvise with confidence, still demonstrating fluency across their sequence.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction



• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Collect evidence (video/photographic/written records) for Frequent and Regular Activity Circuits / Swim (pg 99-105) AND Creative Activities Dance (pg 65-71) WJEC. Y10 and Y11.  WJEC Entry Qualification Evidence			

Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
1. Show confidence in using ball skills. 2. Experience and / or take part in competitive games 3a. Demonstrate a good awareness of space. 3b. Explore skills for attacking and defending. 4. Follow rules to play a game. 5. Perform and apply a variety of skills and techniques. 6. Evaluate their own work.	1. Show confidence in using ball skills in various ways. 2. Take part in competitive games with an understanding of tactics. 3. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. 4. Follow and create complicated rules to play a game successfully.	1. Show confidence in using ball skills in various ways in a game situation. 2. Take part in competitive games with a strong understanding of tactics. 3. Keep and win back possession of the ball effectively and in a variety of ways in a team game. 4. Communicate plans to others during a game. 5. Perform and apply a variety of skills and techniques confidently and consistently.	1. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. 2. Take part in competitive games with a strong understanding of tactics and composition. 3. Think ahead and create a plan of attack or defence. 4. Lead others during a game. 5. Perform and apply a variety of skills and techniques confidently, consistently and with precision.



	5. Perform and apply a variety of skills and techniques confidently. 6. Thoroughly evaluate their own and others' work.	6. Thoroughly evaluate their own and others' work, suggesting improvements.	6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Collect evidence (video/photographic/written records) for Competitive Activities (pg 92-97) WJEC. Y10 and Y11.  WJEC Entry Qualification Evidence			
Spring 2 - Leadership			
Access	Build	Connect	Deepen
1. Use equipment. 2. Show some understanding of what makes a good leader. 3. Participate in an activity led by another leader. 3. Demonstrate one good leadership skill/characteristic, e.g	1. Confidently use equipment in a safe manner. 2. Identify what makes a good leader. 3. Participate in an activity led by another leader and lead a simple,	1. Confidently use a range of equipment in a safe manner. 2. Lead an activity for 2 or more people. 3. Explore the qualities and skills of a good sports leader.	1. Confidently use equipment to set up a range of activities in a safe manner. 2. Describe/explain what makes a good sports leader and why. 3. Confidently lead a range of activities for small groups.



organisation, communication, keeping participants safe, good listening. 5. Praise other participants. 6. Keep score or one activity. 7. Reflect on my leadership - e.g thumbs up, down or in between for an area of leadership I have worked on, eg organisation - collecting the right equipment.	short exercise/activity for one other person. 4. Demonstrate more than one good leadership skill. 5. Give simple feedback to participants. 6. Play the role of an official in a game/activity. 7. Reflect on my leadership skills by scoring myself on a scale.	4. Demonstrate a range of good leadership skills. 5. Give detailed feedback to participants. 6. Effectively officiate a game/activity applying the rules of the game/activity that participants must follow. 7. Evaluate my leadership skills, discussing what went well.	4. Demonstrate a range of excellent leadership skills when leading a range of participants. 5. Give detailed feedback to participants explaining how they can improve. 6. Effectively play the role of different officials managing a game/activity, keeping score, time keeping etc. 7. Evaluate my leadership skills, discussing what went well and how I could improve next time.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Collect evidence (video/photographic/written records) for Gymnastic Activities (pg 72-78) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence			

Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis



Access	Build	Connect	Deepen
1. Develop hand-eye coordination to be able to begin directing a ball when striking or hitting. 2. Develop serving skills. 3. Begin to demonstrate team player skills. 4. Perform and apply a variety of skills and techniques. 5. Experience and / or take part in competitive games. 6. Evaluate their own work.	1. Use good hand-eye coordination to be able to direct a ball when striking or hitting. 2. Practise serving skills. 3. Demonstrate team player skills. 4. Perform and apply a variety of skills and techniques confidently. 5. Take part in competitive games with an understanding of tactics. 6. Thoroughly evaluate their own and others' work.	1. Hit a ball over longer distances. 2. Understand how to serve in order to start a game. 3. Work as a team to develop fielding strategies to prevent the opposition from scoring. 4. Perform and apply a variety of skills and techniques confidently and consistently. 5 Take part in competitive games with a strong understanding of tactics. 6. Thoroughly evaluate their own and others' work, suggesting improvements.	1. Hit a bowled ball over longer distances. 2. Serve in order to start a game. 3. Work as a team to prevent the opposition from scoring. 4. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 5 Take part in competitive games with a strong understanding of tactics and composition. 6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction
• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement



Collect evidence (video/photographic/written records) for Individual or Partner Activities (pg 84-91) WJEC. Y10 ONLY. Y11 to plan a Sports Morning for Primary.  WJEC Entry Qualification Evidence			
Summer 2 - Athletics (to include some Panathlon activities)			
Access	Build	Connect	Deepen
1. Recap, practise and refine an effective sprinting technique, including reaction time. 2. Select the most appropriate pace for different distances and different parts of the run. 3. Run over hurdles. 4. Participate in a relay. 5a. Develop techniques for jumping at height and distance. 5b. Land safely. 6. Perform a pull, fling and heave throw. 7. Perform and apply a variety of skills and techniques. 8. Experience and / or part in competitive games. 9. Evaluate their own work.	1. Refine an effective sprinting technique, including reaction time. 2. Confidently and independently select the most appropriate pace for different distances and different parts of the run. 3. Run over hurdles with fluency. 4. Being to work as a team to perform a relay. 5a. Maintain control at each triple jump stages. 5b. Land safely and with control. 7. Measure and record the distance of their throws accurately. 8. Perform and apply a variety of skills and techniques confidently. 9. Take part in competitive games with an understanding of tactics. 10. Thoroughly evaluate all work.	1. Accelerate to pass other competitors. 2. Demonstrate endurance and stamina over longer distances. 3. Run over hurdles with fluency, focusing on the lead leg technique. 4. Work as a team to perform a relay. 5. Develop and improve their techniques for jumping for height and distance. 6. Develop and refine techniques to throw for distance and accuracy. 7. Perform and apply a variety of skills and techniques confidently and consistently. 8. Take part in competitive games with a strong understanding of tactics. 9. Thoroughly evaluate their own and others' work, suggesting improvements.	1. Build up speed quickly for sprint finish. 2. Demonstrate endurance and stamina in order to maintain a sustained run. 3. Run over hurdles with fluency, focusing on the lead leg technique and stride pattern. 4. Competitively perform a team relay. 5. Lead jumping activities & measure. 6 Continue to develop throwing techniques and support others in improving. 7. Perform and apply skills and techniques confidently, consistently and with precision. 8. In competitive games demonstrate a strong understanding of tactics and composition. 9. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Pupil Interaction	Pupil Interaction	Pupil Interaction	Pupil Interaction



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stages



• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement	• Participation • Motivation • Positive social interactions • Self-regulation • Peer-to Peer Learning • Confidence • Attitude • Enthusiasm • Achievement
Collect evidence (video/photographic/written records) for Adventurous Activities Climbing / Cycling (pg 58-64) WJEC.  WJEC Entry Qualification Evidence			