

PE curriculum Intent			Year 8 Mixed
	To provide a wide range of both sport and physical activity which builds upon the physical literacy and the personal development of each student to help build a rounded learner. PE at New Line Learning is used as a vehicle to enhance all aspects of our pupils, through practical performance, leadership and sportsmanship whilst promoting the importance and value that physical activity brings to our lives. PE at New Line Learning promotes the importance of life long participation by developing the student’s character and values whilst increasing their understanding on the importance of health and fitness.		
Term 1 Topic/Theme/Enquiry		Pickleball	
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
Pupils will build on their prior learning through participation in pickleball, developing a more secure understanding of tactical awareness, rules, and strategies within net-based games. Pupils will improve their physical competency through continued development of agility, coordination, balance, movement skills, and racket control, applying these with greater consistency in increasingly competitive situations. They will also have opportunities to officiate, score, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills. .			
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>		
Pupils will further develop and apply a wider range of pickleball-specific skills, demonstrating greater consistency and control when performing key techniques such as serving, returning, dinking, volleying, and positioning in increasingly competitive game-like situations. Pupils will deepen their understanding of rules, scoring systems, and basic tactical approaches in pickleball, applying these more effectively during play. They will also continue to develop the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, and sportsmanship, both in practice and competitive contexts			

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
Students will need prior experience of movement patterns and transferable skills such as coordination, balance, control, and bodyweight exercise technique. Pupils should have a secure understanding of fundamental exercises such as squats, lunges, press-ups, plank variations, and safe use of equipment, which will be built upon throughout Year 8.		Students will apply their learning within pickleball game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in pickleball	
	Wider Framework S <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Retrieval skills – pupils will continue to access and build upon prior learning in areas such as racket control, movement, rules, and tactics to support continued progress through each stage of pickleball content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved tactical decision-making, and greater game awareness in both practice and competitive situations.		Pupils will have greater access to the content taught if they have prior knowledge of rules, scoring systems, and basic tactics used in net and racket sports such as badminton, tennis, table tennis, and other similar activities. This prior understanding will support pupils in developing greater confidence, improved decision-making, and more consistent performance in pickleball contexts. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing success and engagement within lessons	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Links between maths and PE are further developed within pickleball. Students will apply numeracy skills through scoring, calculating basic point differences, measuring court space, and beginning to judge angles of shots, using appropriate mathematical terminology such as acute and obtuse angles in simple contexts.			

Clear links with science are also reinforced through understanding heart rate, basic fitness principles, mechanics of breathing, movement, force, and the musculoskeletal system during exercise, supporting progression towards more advanced study in physical education at Key Stage 4. Students will be exposed to a range of careers linked to physical education, sport, and leisure, beginning to understand the skills, qualities, and qualifications needed for these roles.

This will be supported through lessons, extracurricular clubs, competitions, and occasional exposure to external speakers.



Teamwork

Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.



Leadership

Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.



Problem Solving

Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance



Resources

What books, websites, videos and materials will support our learning?

Content is adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and competence in pickleball. A range of resources, including structured guidance materials and reciprocal teaching approaches, are used to support pupils at different stages of their learning and to promote skill development, understanding, and application within game situations.



Assessment

How will we show what we know, remember and can apply?

Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations

Summative Assessment: Students complete a written summative assessment at the end of Term 1. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 2 Topic/Theme/Enquiry			OAA
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
Pupils will build on their prior learning through participation in Outdoor and Adventurous Activities (OAA), developing a more secure understanding of navigation, problem-solving, and team strategy within collaborative and adventurous contexts. Pupils will improve their physical competency through continued development of spatial awareness, stamina, agility, and route planning skills, applying these with greater consistency in increasingly complex tasks and scenarios. They will also have opportunities to lead groups, plan routes, and evaluate team performance, supporting the development of leadership, communication, decision-making, and personal development skills. .			
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>		
Pupils will further develop and apply a wider range of OAA-specific skills, demonstrating greater consistency and control when performing key techniques such as map reading, orientation, symbol identification, clue-solving, and strategic pacing in increasingly challenging contexts. Pupils will deepen their understanding of safety considerations, navigation rules, and effective team strategies, applying these more effectively during practical challenges. They will also continue to develop the character traits and values that underpin successful participation, including respect, resilience, trust, teamwork, and sportsmanship, both in practice and competitive team trials.			
	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		 Pitch Up <i>How will we challenge ourselves?</i>
Students will need prior experience of movement patterns and transferable skills such as coordination, balance, control, and bodyweight exercise technique.			. Students will apply their learning within OAA scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of navigation, improved tactical awareness, and more consistent decision-making within competitive or timed team situations.

Pupils should have a secure understanding of fundamental exercises such as squats, lunges, press-ups, plank variations, and safe use of equipment, which will be built upon throughout Year 8.		Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in OAA.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Retrieval skills – pupils will continue to access and build upon prior learning in areas such as map reading, spatial awareness, rules, and communication tactics to support continued progress through each stage of OAA content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved tactical decision-making, and greater spatial awareness in both practice and challenge situations.		Pupils will have greater access to the content taught if they have prior knowledge of basic orientation, map keys, and collaborative team tasks used in primary outdoor learning, Duke of Edinburgh preparations, or similar team-building activities. This prior understanding will support pupils in developing greater confidence, improved decision-making, and more consistent performance in OAA contexts. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing success and engagement within lessons.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Links between maths and PE are further developed within OAA. Students will apply numeracy skills through calculating bearings, measuring distances and scales, estimating travel time, and reading grid references, using appropriate mathematical terminology such as coordinates and scale factors in practical contexts. Clear links with science and geography are also reinforced through understanding map symbology, terrain navigation, heart rate, basic fitness principles, mechanics of movement, and energy expenditure during physical effort, supporting progression towards more advanced study in physical education and geography at Key Stage 4. Students will be exposed to a range of careers linked to outdoor education, expedition leadership, emergency services, sport, and leisure, beginning to understand the skills, qualities, and qualifications needed for these roles. This will be supported through lessons, extracurricular clubs, competitions, and occasional exposure to external speakers.			



Teamwork:

Students develop effective communication, cooperation, and trust while working towards shared goals. They learn to understand different roles within a team and support others during navigational and problem-solving challenges.



Leadership

Students take responsibility by leading warm-ups, navigating routes, organising group tasks, and encouraging teammates. They develop confidence in making decisions and supporting others under time constraints.



Problem Solving

Students analyse challenge scenarios, adapt tactics, and make decisions under pressure to outwit obstacles, navigate route efficiency, and improve overall team performance.



Resources

What books, websites, videos and materials will support our learning?



Assessment

How will we show what we know, remember and can apply?

Content is adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and competence in OAA. A range of resources, including structured guidance materials and reciprocal teaching approaches, are used to support pupils at different stages of their learning and to promote skill development, understanding, and application within practical problem-solving and navigation scenarios.

Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 3

Topic/Theme/Enquiry



Netball



Big Picture

What are the main ideas and big questions in this topic?

Year 8 pupils will build on their prior learning in netball, developing a deeper understanding of tactical play, rules, and strategies within invasion games. Pupils will further refine their physical competency through continued development of agility, coordination, balance, speed, and advanced

ball-handling skills. They will also be given regular opportunities to officiate, score, and lead activities, enhancing their leadership, communication, decision-making, and wider personal development skills



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Year 8 pupils will further develop and apply a wider range of netball-specific skills, demonstrating greater consistency and control when performing key techniques such as passing, catching, footwork, shooting, defending, and movement in increasingly competitive game situations. Pupils will deepen their understanding of the rules, positions, and tactical principles of netball, beginning to make more effective decisions during play. They will also continue to develop the character and values that underpin the game, including honesty, respect, teamwork, resilience, and sportsmanship, both in practice and competitive contexts



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will build on their awareness of invasion games and further develop transferable skills such as movement, coordination, balance, and teamwork in increasingly structured and competitive contexts. Pupils will strengthen their understanding and application of fundamental techniques including passing, catching, spatial awareness, footwork, and controlled movement, with these skills being further developed and refined through netball throughout the year



Pitch Up

How will we challenge ourselves?

Students will apply their learning within netball game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress.



Wider Framework

How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will continue to access and build upon prior learning in areas such as passing, movement, rules, and tactics to support continued progress through each stage of netball content. Pupils will be increasingly encouraged to consider the How, Why, and When



Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Pupils will have greater access to the content taught if they have prior knowledge of rules and tactical principles used in invasion games such as football, rugby, hockey, basketball, and netball. This prior understanding will support pupils in making more effective decisions, applying strategies

within lessons, developing a deeper understanding of skill execution, improved decision-making, and greater game awareness in both practice and competitive situations	with greater consistency, and transferring skills between different game contexts.
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>
Links between maths and PE are further developed through netball. Students will apply numeracy skills in contexts such as scoring, basic league tables, measuring distances, angles of passing, and interpreting simple statistics. Clear links with science are also reinforced through understanding heart rates, basic fitness principles, movement, force, and the musculoskeletal system during exercise. Pupils will begin to recognise how skills developed through netball can transfer into careers such as coaching, teaching, sports development, officiating, fitness, and event management. They will also make increasingly meaningful connections between netball and wider life skills such as teamwork, leadership, resilience, communication, and problem-solving.  Teamwork Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.  Leadership Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.  Problem Solving Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance	
	Resources <i>What books, websites, videos and materials will support our learning?</i>
	Assessment <i>How will we show what we know, remember and can apply?</i>

Content will be adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and consistency in netball. A range of resources, including task cards, demonstrations, modified equipment, conditioned games, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application within game situations.

Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations

Summative Assessment: Students complete a written summative assessment at the end of Term 3. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.

Term 4

Topic/Theme/Enquiry



Fitness



Big Picture

What are the main ideas and big questions in this topic?

Year 8 pupils will deepen their knowledge and understanding through participation in fitness and gym-based activities, developing greater awareness of training methods, safe practice, and the components of fitness. Pupils will refine their physical competency through improved coordination, balance, muscular strength, muscular endurance, cardiovascular endurance, flexibility, and movement control. They will also take greater responsibility through leading warm-ups, organising stations, and supporting others, promoting leadership, communication, and personal development skills.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Year 8 pupils will develop and refine a wider range of fitness-specific skills, enabling them to consistently perform exercises such as resistance movements, bodyweight circuits, core training, aerobic stations, and flexibility routines with improved control and technique.

Pupils will build a deeper understanding of exercise technique, gym etiquette, safety procedures, and training methods such as circuits, interval training, and continuous training, while continuing to develop values including resilience, motivation, respect, and perseverance

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
Students will need prior experience of movement patterns and transferable skills such as coordination, balance, control, and bodyweight exercise technique. Pupils should have a secure understanding of fundamental exercises such as squats, lunges, press-ups, plank variations, and safe use of equipment, which will be built upon throughout Year 8		Students will apply their learning within increasingly challenging circuits, fitness programmes, and problem-solving activities, promoting a greater depth of self-awareness, decision-making, and independence. Students will be supported through differentiated tasks, questioning, demonstrations, and peer feedback to build confidence and improve performance	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Retrieval skills – pupils will be expected to recall and apply prior learning in warm-ups, exercise technique, safety, and components of fitness to enhance progress. Pupils will consider the How, Why, and When within lessons, enabling deeper understanding of exercise selection, training methods, and healthy lifestyle choices		Pupils will benefit from prior knowledge of healthy lifestyles, body systems, nutrition, and exercise routines..	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Links between maths and PE are clear through fitness. Students will apply numeracy through calculating work/rest ratios, repetitions, timings, sets, percentages, and progress data. Clear science links include aerobic and anaerobic exercise, heart rates, biomechanics, force production, and muscles used during training.			

Pupils will recognise how fitness skills transfer into careers including personal training, coaching, physiotherapy, sports therapy, teaching, leisure management, and health promotion.

Pupils will also connect fitness to life skills such as leadership, resilience, discipline, motivation, organisation, and goal setting.



Problem Solving

Students make tactical decisions by selecting appropriate technique, identifying opponents' weaknesses and adapting strategies throughout rallies.



Adapting

Students modify technique selection, positioning and positioning depending on the exercise, weight or component.



Speaking

Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain technical decisions



Resources

What books, websites, videos and materials will support our learning?



Assessment

How will we show what we know, remember and can apply?

Content will be adapted to the level of the Year 8 group, with adaptive teaching strategies used to support all pupils.

Resources such as training cards, exercise stations, demonstrations, modified equipment, fitness trackers, and reciprocal teaching will support pupils at different stages of learning

Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations

Summative Assessment: Students complete a written summative assessment at the end of Term 1. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 5 Topic/Theme/Enquiry			Athletics	
	Big Picture <i>What are the main ideas and big questions in this topic?</i>			
Pupils will build on their prior learning through participation in athletics, developing a more secure understanding of track and field events, rules, and the principles of individual and team-based competition. Pupils will improve their physical competency through continued development of speed, strength, coordination, balance, agility, endurance, and movement skills, applying these with greater consistency across a range of athletic events. They will also have opportunities to officiate, time, measure, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills.				
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>			
Pupils will further develop and apply a wider range of athletics-specific skills, demonstrating greater consistency and control when performing key techniques such as sprint starts, pacing, relay exchanges, jumping, throwing, and running technique within increasingly competitive situations. Pupils will deepen their understanding of rules, scoring systems, and basic tactical approaches in athletics, applying these more effectively during practice and competition. They will also continue to develop the character traits and values that underpin successful participation, including determination, resilience, honesty, respect, self-discipline, and sportsmanship.				
	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>			Pitch Up <i>How will we challenge ourselves?</i>
Students will build on their awareness of fundamental movement skills and transferable skills from a range of sporting activities, such as running, jumping, throwing, coordination, balance, and teamwork in more structured and competitive athletic contexts. Pupils will strengthen their understanding and application of movement patterns, spatial awareness, pacing, and controlled body movements, with these skills being developed and refined through athletics across each term.			Students will apply their learning within athletics competitions, personal challenges, and problem-solving activities, developing a deeper understanding throwing, coordination, balance, and teamwork in more structured and competitive athletic contexts. Pupils will strengthen their understanding and application of movement patterns, spatial awareness, pacing, and controlled body movements, with these skills being developed and refined through athletics across each term.	

		of the events, improved technical awareness, and more consistent performance analysis within the sport. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in athletics	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Retrieval skills – pupils will continue to access and build upon prior learning in areas such as movement, coordination, rules, pacing, and performance techniques to support continued progress through each stage of athletics content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of technique execution, improved decision-making, and greater awareness of performance improvement in both practice and competition		Pupils will have greater access to the content taught if they have prior knowledge of fitness, movement patterns, and basic techniques used in activities such as cross-country, gymnastics, invasion games, and other physical activities. This prior understanding will support pupils in developing improved confidence, more efficient movement, and greater consistency in performance within athletics contexts. An understanding of determination, communication, movement efficiency, and sportsmanship from a range of sporting experiences will also support pupils in developing success and engagement within lessons	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Links between maths and PE are further developed within athletics. Students will apply numeracy skills through timing events, measuring distances and heights, recording and comparing results, and beginning to interpret basic performance data and statistics. Clear links with science are also reinforced through understanding heart rate, fitness principles, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression towards Key Stage 4 PE and related qualifications. Students will be exposed to a range of careers linked to physical education, sport, and leisure, developing a clearer understanding of the skills, qualities, and qualifications required for these roles. This will be developed through lessons, extracurricular clubs, competitions, an occasional exposure to visiting speakers.			



Planning

Students set personal performance goals, monitor progress and evaluate improvements using timings and performance data.



Adapting

Students adjust training methods, pacing strategies and techniques based on performance feedback.



Problem Solving

Students identify technical weaknesses and select strategies to improve performance in track and field events



Resources

What books, websites, videos and materials will support our learning?



Assessment

How will we show what we know, remember and can apply?

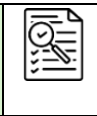
Content will be adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence, technique, and consistency in athletics. A range of resources, including task cards, demonstrations, modified equipment, conditioned practices, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application across track and field events

Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Summative Assessment: Students complete a written summative assessment at the end of Term 6. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 6 Topic/Theme/Enquiry		Rounders (striking and fielding)		
	Big Picture <i>What are the main ideas and big questions in this topic?</i>			
Pupils will build on their prior learning through participation in rounders, developing a more secure understanding of tactical awareness, rules, and strategies within striking and fielding games. Pupils will improve their physical competency through continued development of agility, coordination, balance, throwing, catching, batting, and movement skills, applying these with greater consistency in increasingly competitive situations. They will also have opportunities to officiate, score, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills.				
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>			
Pupils will further develop and apply a wider range of rounders-specific skills, demonstrating greater consistency and control when performing key techniques such as throwing, catching, batting, bowling, fielding, and base running in increasingly competitive game-like situations. Pupils will deepen their understanding of rules, scoring systems, and basic tactical approaches in rounders, applying these more effectively during play. They will also continue to develop the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, and sportsmanship, both in practice and competitive contexts				
	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>			Pitch Up <i>How will we challenge ourselves?</i>
Students will build on their awareness of striking and fielding games and further develop transferable skills from a range of sporting activities, such as movement, coordination, balance, throwing, catching, and teamwork in more structured and competitive contexts. Pupils will strengthen their understanding and application of fundamental techniques, including sending and receiving an object, spatial awareness, striking a ball, and controlled movement, with these skills being developed and refined through rounders across each term			Students will apply their learning within rounders game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in rounders.	

	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	Learning in rounders supports progression into other striking and fielding games such as cricket and softball, where similar skills, tactics, and decision-making processes are applied. It also builds transferable skills for invasion and net- based games, supporting the development of overall physical literacy, confidence, and sporting competence across a range of activities		Retrieval skills – pupils will continue to access and build upon prior learning in areas such as throwing, catching, batting, rules, and tactics to support continued progress through each stage of rounders content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved tactical decision-making, and greater game awareness. Pupils will have greater access to the content taught if they have prior knowledge of rules, scoring systems, and basic tactics used in striking and fielding games such as cricket, softball, and baseball. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence, consistency, and success within rounders
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
	Links between maths and PE are further developed within rounders. Students will apply numeracy skills through scoring, calculating runs, measuring distances, and beginning to interpret simple game statistics and averages. Clear links with science are also reinforced through understanding heart rate, basic fitness principles, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression towards Key Stage 4 PE and related qualifications. Students will be exposed to a range of careers linked to physical education, sport, and leisure, beginning to understand the skills, qualities, and qualifications required for these roles. This will be developed through lessons, extracurricular clubs, competitions, and occasional exposure to visiting speakers.		

	Teamwork Students work collaboratively when fielding, batting and organising tactics to achieve team success.
	Planning Students develop strategies for batting orders, field placements and game management based on the strengths of their team.
	Leadership Students captain teams, organise fielding positions and support decision-making during games
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Content will be adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and competence in rounders. A range of resources, including task cards, demonstrations, modified equipment, conditioned games, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application within game situations.	Practical Assessment: Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations